
**TERMS AND CONDITIONS
OF CONTRACT**

DATED: JUNE 19, 2011

ISSUED BY

**THE GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)**

TO

**BLACK RIVER PUBLIC SCHOOL
(A SCHOOL OF EXCELLENCE)**

**CONFIRMING THE STATUS OF
BLACK RIVER PUBLIC SCHOOL**

AS A

SCHOOL OF EXCELLENCE

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Contract to Charter A School Of Excellence

Pursuant to Part 6e of the Revised School Code ("Code"), being Sections 380.551 to 380.561 of the Michigan Compiled Laws, the Grand Valley State University Board of Trustees ("University Board") authorizes Black River Public School (the "Academy") to operate a School of Excellence, as defined below. The Parties agree that the issuance of this Contract is subject to the following Terms and Conditions:

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

- a) **Academy** means the Michigan non-profit corporation authorized by this Contract.
- b) **Academy Board** means the Board of Directors of the Academy authorized by this Contract. **Academy Board member** or **Academy Director** means an individual who is a member of the Academy Board, whether in the past, present or future.
- c) **Applicable Law** means all state and federal law applicable to School of Excellence.
- d) **Applicant** means the person or entity that submitted the School of Excellence application to the University for the establishment of the Academy.
- e) **Application** means the School of Excellence application and other documentation submitted to the University for the establishment of a School of Excellence.
- f) **Authorizing Resolution** means the resolution(s) adopted by the University Board that, among other things, approves the issuing of a Contract to the Academy to operate a School of Excellence.
- g) **Code** means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- h) **Contract** means, in addition to the definition set forth in the Code, the Terms and Conditions and the Schedules.
- i) **Cyber School** mean a cyber school as defined in Part 6e of the Code.

- j) **Educational Management Organization** means a person or entity that meets the definition of an Educational Management Organization in Part 6e of the Code, including the entity that has entered, or entities that may in the future enter, into an agreement with the Academy.
- k) **Fund Balance Deficit** means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing from, or monetary contribution by an Educational Management Organization or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Management Company or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- l) **Master Calendar of Reporting Requirements (MCRR)** means the compliance certification duties required of the Academy by the University Board. The University Board may amend the MCRR each fiscal year or at such other times as deemed appropriate by the University President. These changes shall be automatically incorporated into the Contract and shall be exempt from the Contract amendment procedures under Article IX of these Terms and Conditions.
- m) **Method of Selection Resolution** means the resolution adopted by the University Board providing for the method of selection, length of term, number of Academy Board members, qualification of Board Academy members and other pertinent provisions related to the Academy Board.
- n) **Schedules** mean the schedules incorporated into and part of the Terms and Conditions.
- o) **Terms and Conditions** means this document.
- p) **University** means Grand Valley State University established pursuant to Article VIII, Sections 4 and 6 of the Michigan Constitution of 1963 and MCL 390.841 *et seq.*
- q) **University Board** means the Grand Valley State University Board of Trustees.
- r) **University Charter Schools Hearing Panel** or **Hearing Panel** means such person(s) as designated by the University President.
- s) **University Charter Schools Office** or **CSO** means the office the University Board, by issuance of this Contract, hereby designates as the point of contact for School of Excellence applicants and Schools of Excellence authorized by the University Board. The University Charter Schools Office is also

responsible for managing, implementing, and overseeing the University Board's responsibilities with respect to the Contract.

- t) **University Charter Schools Office Director** or **CSO Director** means the person designated by the University President to administer the operations of the University Charter Schools Office.
- u) **University President** means the President of Grand Valley State University or his or her designee.

Section 1.2. Schedules. All Schedules to this Contract are part of this Contract.

Section 1.3. Statutory Definitions. Statutory terms defined in the Code shall have the same meaning in this Contract.

Section 1.4. Application. The Application submitted to the University Board for the establishment of the Academy is incorporated into, and made part of, this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.5. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Method of Selection Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection Resolution and the Authorizing Resolution; and (iv) the Restated Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

ROLE OF GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES AS AUTHORIZING BODY

Section 2.1. University Board Resolutions. For purposes of this Contract, the University Board has adopted the following resolutions:

(a) Method of Selection Resolution. The University Board has adopted the Method of Selection Resolution which is incorporated into this Contract as part of Schedule 1. At anytime and at its sole discretion, the University Board may amend the Method of Selection. Upon University Board approval, changes to the Method of Selection Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of the Terms and Conditions.

(b) Authorizing Resolutions. The University Board has adopted the Authorizing Resolution which is incorporated into this Contract as part of Schedule 1.

Section 2.2. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The Academy shall perform the compliance certification duties required by the University Board as outlined in the Contract and MCRR incorporated into this Contract as Schedule 5. Additionally, the Academy shall be responsible for the following:

- a) The Academy shall provide the Charter Schools Office with copies of reports and assessments concerning the educational outcomes achieved by pupils attending the Academy and shall provide necessary approvals for the Charter Schools Office to access electronic information received or stored by the State of Michigan including, but not limited to, the Department of Education or other agency authorized by the State to collect school data.
- b) In the event that the University President determines that the Academy's educational outcomes should be reviewed to help determine if the Academy is meeting the educational goals set forth in the Schedules, the University President, at his or her discretion, may require an objective evaluation of student performances by an educational consultant, acceptable to both the Academy and the University President. The Academy shall pay for the expense of the evaluation. In addition, at any time, the University President may require an evaluation of student performance to be selected by and at the expense of the University. The Academy shall cooperate with the evaluation, including any student testing required.
- c) The Academy shall submit audited financial statements, including auditor's management letters and any exceptions noted by the auditors, to the University Charter Schools Office. The financial statements and auditor's management letters shall be submitted to the University Charter Schools Office within ninety (90) days after the end of the Academy's fiscal year.
- d) The Academy shall provide the University Charter Schools Office with a copy of the proposed annual budget for the upcoming fiscal year of the Academy no later than July 1st. The Academy Board is responsible for establishing, approving and amending the annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.*, and for providing all amendments and revisions to the University Charter Schools Office following Academy Board approval.
- e) The Academy shall provide to the University Charter Schools Office minutes of all Academy Board meetings no later than fourteen (14) days after such meeting.
- f) Within ten (10) days of receipt, the Academy shall notify the University Charter Schools Office of correspondence received from the Department of Education or State Board of Education that requires a written or formal response.

- g) Within ten (10) days of receipt, the Academy shall report to the University Charter Schools Office and the University Counsel Office any litigation or formal proceedings alleging violation of Applicable Law or contractual agreement against the Academy, its officers, employees, agents, and/or contractors.
- h) The Academy shall permit review of the Academy's records and inspection of its premises at any time by representatives of the University. Normally, such inspections shall occur during the Academy's hours of operation and after advance notice to the Academy.

Section 2.3. University Board Administrative Fee. During the term of this Contract, the Academy shall pay the University Board an administrative fee of 3% of the state school aid payments received by the Academy. This fee shall be retained by the University Board from each state school aid payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for issuing the Contract and overseeing the Academy's compliance with the Contract and all Applicable Law.

Section 2.4. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. The University Board shall, within three (3) business days, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The University Board shall retain any amount owed to the University Board by the Academy pursuant to this Contract. For purposes of this section, the responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 4.

Section 2.5. Authorization of Employment. The Academy may employ or contract with personnel. If the Academy contracts for personnel with an Educational Management Organization, the Academy shall submit a draft of the proposed agreement to the University Charter Schools Office for review. The University Charter Schools Office may disapprove the proposed agreement if it contains provisions in violation of this Contract or Applicable Law. No educational management agreement shall be effective unless and until the agreement complies with Section 11.11 of these Terms and Conditions. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. The Academy shall be responsible for carrying worker's compensation insurance and unemployment insurance for its employees.

Section 2.6. Financial Obligations of the Academy are Separate from the State of Michigan, University Board and the University. Any contract, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.7. Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

REQUIREMENT THAT ACADEMY ACT SOLELY AS GOVERNMENTAL AGENCY OR ENTITY AND POLITICAL SUBDIVISION

Section 3.1. Governmental Agency or Entity and Political Subdivision. The Academy shall act exclusively as a governmental agency or entity and political subdivision.

Section 3.2. Other Permitted Activities. Nothing in this Contract shall prohibit the Academy from engaging in other lawful activities that are not in derogation of the Academy's status as a public school or that would not jeopardize the eligibility of the Academy for state school aid funds. Subject to Section 2.5 and Section 6.15 of the Terms and Conditions, the Academy may enter into agreements with other public schools, public school academies, governmental units, businesses, community and nonprofit organizations where such agreements contribute to the effectiveness of the Academy or advance education in this state.

ARTICLE IV

PURPOSE

Section 4.1. Academy's Purpose. The Academy Board shall identify the purpose or mission of the Academy. Any subsequent change to a School's purpose or mission shall be carried out by amendment in accordance with Article IX of these Terms and Conditions. The Academy's stated purpose or mission shall be set forth in the Schedules.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Articles of Incorporation. Unless amended pursuant to Section 9.2 of Article IX herein, the Restated Articles of Incorporation of the Academy, as set forth in Schedule 2, shall be the Articles of Incorporation of the Academy. The Academy Board represents to the University Board that Schedule 2 includes all amendments to the Academy's Articles of Incorporation as of the date set forth above.

Section 5.2. Bylaws. Unless amended pursuant to Section 9.3 of Article IX herein, the Revised Bylaws of the Academy, as set forth in Schedule 3, shall be the Bylaws of the Academy. The Academy Board represents to the University Board that Schedule 3 includes all amendments to the Academy's Bylaws as of the date set forth above.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the governance structure as set forth in its Bylaws. The Academy's Board of Directors shall meet at least six times per fiscal year, unless another schedule is mutually agreed upon by the University President and the Academy.

Section 6.2. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the University. The University shall not be required to receive any contributions or donations for the benefit of the Academy. If the University receives contributions or donations for the benefit of the Academy, it shall forward such funds to the Academy within three (3) business days of receipt.

Section 6.3. Educational Goals and Programs. The Academy shall pursue the educational goals and programs identified and contained in the Schedules. Such goals and programs may be amended pursuant to Section 9.1 of Article IX of the Terms and Conditions.

Section 6.4. Curriculum. The Academy shall have flexibility in developing, realigning, and implementing the curriculum identified in the Schedules. Any changes to the curricula shall be administered pursuant to Section 9.1 of Article IX of the Terms and Conditions, and such proposed curricula shall be designed to achieve the Academy's overall educational goals and State's educational assessment objectives.

Section 6.5. Methods of Accountability. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall provide the University Charter Schools Office with copies of reports, assessments and test results concerning the following:

- a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;
- b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;
- c) an annual education report in accordance with the Code;
- d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration or a program of testing approved by the University Charter Schools Office Director; and
- e) all tests required under Applicable Law.

The University Board may use such reports, assessments and test results in making its decision to suspend, terminate, not issue a new contract at the end of the Contract or revoke the Contract.

Section 6.6. Staff Responsibilities. Subject to Section 2.5 of Article II of the Terms and Conditions, the University Board authorizes the Academy to employ or contract with an Educational Management Organization. A copy of the Management Agreement shall be included in the Schedules.

Section 6.7. Admission Policy. The Academy shall comply with all application, enrollment and admissions policies and criteria required by Applicable Law. A copy of the Academy's admission policies and criteria are set forth in the Schedules.

Section 6.8. School Calendar/School Day Schedule. The Academy shall comply with all minimum standards governing the length of the school term, minimum number of days and hours of instruction required by Applicable Law. The Academy agrees to make available to the CSO Office a copy of the School Calendar/School Day Schedule for each School no later than July 1st. A copy of the School Calendar/School Day Schedule shall be automatically incorporated into the Schedules, without the need for an amendment under Article IX of the Terms and Conditions.

Section 6.9. Age/Grade Range of Pupils Enrolled. The Academy is authorized to operate a Kindergarten through Twelfth (K-12) School of Excellence. In addition to grade levels currently operated, the Academy shall work toward operating all of grades 9 to 12 within six (6) years after issuance of this Contract, unless the Academy has entered into a matriculation agreement with another public school that provides grades 9 to 12. The Academy may add additional programs in the future, pursuant to Section 9.1 of Article IX of the Terms and Conditions.

Section 6.10. Annual Financial Audit. The Academy shall conduct an annual financial audit prepared and reviewed by an independent certified public accountant in accordance with generally accepted governmental auditing principles.

Section 6.11. Address and Description of Proposed Site(s). The proposed address and physical plant description of the Academy's proposed site or sites is set forth in the Schedules. For purposes of this Contract, the Academy shall be in violation of the site requirements set forth in this Contract if the Academy operates at a site or sites without first obtaining the written authorization of the University Board. Following Academy Board and University Board approval, proposed changes to the address and description of any site or sites shall be incorporated into this Contract by amendment.

Section 6.12. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles.

Section 6.13. Placement of University Student Interns. The Academy may be a placement site for University students who are in education or other pre-professionals in training to serve in public schools. Such placement shall be without charge to the University and subject to other terms and conditions as the Academy and the University agree.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not

be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the University Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be added to the Schedules through a contract amendment approved in accordance with the Contract. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

ARTICLE VII

TUITION PROHIBITED

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by law.

ARTICLE VIII

COMPLIANCE WITH PART 6E OF THE CODE AND OTHER LAWS

Section 8.1. Compliance with Part 6e of the Code. The Academy shall comply with Part 6e and other parts of the Code that apply to Schools of Excellence. With the exception of Part 6a of the Code, the Academy shall comply with other provisions of the Code applicable to public school academies.

Section 8.2. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, the Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended from time to time. The Academy may expend funds from the State School Aid Act for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 8.3. Open Meetings Act. The Academy Board shall conduct all of its meetings in accordance with the Michigan Open Meetings Act, Act No. 267 of the Public Acts of 1976, as amended, being Sections 15.261 to 15.275 of the Michigan Compiled Laws.

Section 8.4. Freedom of Information Act. The records of the Academy shall be records subject to the provisions of the Michigan Freedom of Information Act ("FOIA"), Act No. 442 of the Public Acts of 1976, as amended, being Sections 15.231 to 15.246 of the Michigan Compiled Laws. The Academy Board shall designate a freedom of information coordinator to assure compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 8.5. Public Employees Relation Act. The Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.217 of the Michigan Compiled Laws. Organizational efforts and collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 8.6. Prevailing Wage on State Contracts. The Academy shall comply with the Prevailing Wage on State Contracts statute, Act No. 166 of the Public Acts of 1965, being Sections 408.551 to 408.558 of the Michigan Compiled Laws.

Section 8.7. Uniform Budgeting and Accounting Act. The Academy shall comply with the Uniform Budgeting and Accounting Act, Act No. 2 of the Public Acts of 1968, being MCL 141.421 to 141.440a.

Section 8.8. Revised Municipal Finance Act of 2001. With respect to the Academy's borrowing money and issuance of bonds, the Academy shall comply with Part VI of the Revised Municipal Finance Act of 2001, Act No. 34 of the Public Acts of 2001, being MCL 141.2601 to 141.2613 of the Michigan Compiled Laws.

Section 8.9. Non-discrimination. The Academy shall be separately responsible for compliance with applicable laws pertaining to equal opportunity and anti-discrimination laws such as the Elliott-Larsen Civil Rights Act, Act No. 453 of the Public Acts of 1976, as amended, being MCL 37.2101 to 37.2804, the Michigan Handicappers' Civil Rights Act, Act No. 22 of the Public Acts of 1976, as amended, being MCL 37.1101 to 37.1607, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 *et seq.* or any successor law.

Section 8.10. Other State Laws. The Academy shall comply with other state laws which are applicable to Schools of Excellence. Nothing in this Contract shall be deemed to apply any other state law to the Academy.

Section 8.11. Federal Laws. The Academy shall comply with federal laws which are applicable to Schools of Excellence. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1. Process for Amending the Contract. Either party may propose changes in this Contract or may propose a meeting to discuss potential revision of this Contract. Except as provided in Sections 2.1, 5.1 and 6.11, the University Board delegates to its University President the review and approval of changes or amendments to this Contract. The Academy Board may delegate the same authority to the Academy Board President. The Contract shall be amended upon agreement and approval of the respective authorized designees.

Section 9.2. Process for Amending Academy Articles of Incorporation. The Academy Board, or any authorized designee of the Academy Board, may propose changes to the Academy's Restated Articles of Incorporation. The Academy shall be authorized to make such

changes to its Articles upon a majority vote of the University Board members attending a University Board meeting. Upon University Board approval, the Academy Board's authorized designee is authorized to file the amendment to the Academy's Restated Articles of Incorporation with the Michigan Department of Labor and Economic Growth, Bureau of Commercial Services. Upon receipt of the filed amendment, the Academy shall forward the filed amendment to the University Charter Schools Office. The filed amendment shall be automatically incorporated into Schedule 2 of this Contract upon receipt of the amendment by the University Charter Schools Office. If the University identifies a provision in the Restated Articles of Incorporation that violates or conflicts with this Contract, due to a change in law or for other reasons, after approval has been given, it shall notify the Academy Board in writing and the Academy Board shall amend the Restated Articles of Incorporation to make them consistent with the Contract. If the change is requested by the University, the University shall reimburse the Academy for the filing fees payable to the Michigan Department of Labor and Economic Growth.

Section 9.3. Process for Amending Academy Bylaws. The Academy Board shall submit proposed Bylaw changes to the Charter Schools Office, for review and comment, at least thirty (30) days prior to Academy Board adoption. The Academy's Revised Bylaws, and any subsequent or proposed changes to the Academy's Revised Bylaws, shall not violate or conflict with the Contract. If at any time the University identifies a provision in the Academy Board's Revised Bylaws that violates or conflicts with Applicable Law or this Contract, that provision of the Academy Board's Revised Bylaws shall be automatically void and the Academy Board shall amend the identified provision to be consistent with Applicable Law and the Contract. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt by the University Charter Schools Office of a duly authorized Academy Board Bylaw change made in accordance with this Section 9.3.

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

Section 10.1. Grounds and Procedures for Academy Termination of Contract. At anytime and for any reason, the Academy Board may terminate this Contract. The Academy Board shall notify the CSO Director in writing of the request for the termination of the Contract not less than ten (10) calendar months in advance of the effective date of termination. The University Board, in its sole discretion, may waive the ten (10) month requirement. A copy of the Academy Board's resolution approving the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the written termination request.

Section 10.2. Termination by University Board. The University Board may terminate this Contract before the end of the Contract Term as follows:

(a) Termination Without Cause. Except as otherwise provided in subsections (b) or (c), the University Board, in its sole discretion, reserves the right to terminate this Contract before the end of the Contract Term for any reason provided that such termination shall not take place less than ten (10) calendar months from the date of the University Board's resolution approving such termination. The Charter Schools Office shall provide notice of the termination to the

Academy. If during the period between the University Board's action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the University Board may elect to initiate suspension or revocation of the Contract as set forth in this Article X.

(b) Termination Caused by Change in Applicable Law. Following issuance of this Contract, if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then the University Board may terminate the Contract at the end of the Academy's school fiscal year in which the University Board's decision to terminate is adopted. For purposes of this section, a change in Applicable Law includes without limitation the following:

(i) the issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform/ Redesign Officer; or

(ii) the development of, or changes to, a redesign plan by the Academy pursuant to Section 1280c of the Code.

(c) Automatic Termination Caused By Placement of Academy in State School Reform / Redesign School District. If the Academy is notified by the State that the Academy will be placed in the State School Reform/ Redesign School District pursuant to Section 1280c of the Code, then the University Board may terminate this Contract at the end of the current school year.

(d) Automatic Termination For Failure to Satisfy Requirements During the Initial Term of Contract. If the Academy fails to satisfy the requirements set forth in Section 12.14 during the initial term of Contract, then this Contract shall automatically terminate on the date set forth in Section 12.14.

The revocation procedures in Section 10.6 shall not apply to a termination of this Contract under this section.

Section 10.3. Contract Suspension. The University Board's process for suspending the Contract is as follows:

- a) University President Action. If the University President determines, in his or her sole discretion, that conditions or circumstances exist that the Academy Board (i) has placed the health or safety of Academy staff and/or students at risk; (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property; (iii) has lost its right to occupancy of the physical facilities described in Section 6.11, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities or (iv) has willfully or intentionally violated this Contract or Applicable Law, the University President may immediately suspend the Contract. If the conditions or circumstances involve an alleged violation of Sections 10.5(e) or (f), the University President is authorized to suspend the Contract immediately pending

completion of the procedures set forth in Section 10.6. Unless otherwise specified in the suspension notice, the Academy shall cease operations on the date on which the suspension notice is issued. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel, if applicable. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

- b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the University President to suspend the Contract, may be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury.
- c) Immediate Revocation Proceeding. If the Academy Board, after receiving a Suspension Notice from the University President continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a Revocation Hearing in accordance with the procedures set forth in Section 10.6(e) of the Terms and Conditions. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the University Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (i).

Section 10.4. Statutory Grounds for Revocation. In addition to the grounds for an automatic revocation of the Contract as set forth in Section 10.7, this Contract may also be revoked by the University Board upon a determination by the University Board, pursuant to the procedures set forth in Section 10.6, that one or more the following has occurred:

- a) Failure of the Academy to abide by and meet the educational goals set forth in this Contract;
- b) Failure of the Academy to comply with all Applicable Law;
- c) Failure of the Academy to meet generally accepted public sector accounting principles; or
- d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.5. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.4 and the grounds for an automatic revocation of the Contract set forth in Section 10.7, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- a) The Academy is insolvent, has been adjudged bankrupt, or has operated for one or more school fiscal year(s) with a Fund Balance Deficit;
- b) The Academy has insufficient enrollment to successfully operate the Academy, or the Academy has lost more than twenty-five percent (25%) of its student enrollment from the previous school year;
- c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
- d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Labor and Economic Growth, Bureau of Commercial Services without first obtaining University Board approval;
- e) The University discovers grossly negligent, fraudulent or criminal conduct by the Applicant, the Academy's directors, officers, employees or agents in relation to their performance under this Contract;
- f) The Applicant, the Academy's directors, officers or employees have provided false or misleading information or documentation to the University in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law;
- g) The Academy fails to work toward operating all of grades 9 to 12 within 6 years after issuance of this Contract, and has not entered into a matriculation agreement with another public school that provides grades 9 to 12;
- h) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the University Board; or
- i) The University Board, its trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any educational management agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.11 of the Terms and Conditions.

Section 10.6. University Board Procedures for Revoking Contract. The University Board's process for revoking the Contract is as follows:

- a) Notice of Intent to Revoke. The CSO Director or other University representative, upon reasonable belief that such grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

- b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.
- c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, whichever is sooner, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be withdrawn if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction. In the event the Notice of Intent to Revoke is withdrawn, the CSO Director shall notify the Academy Board, in writing, of such withdrawal.
- d) Plan of Correction Shall Include Conditions to Satisfy University Board's Contract Reconstitution Obligation. As part of the Plan of Correction, the CSO Director shall reconstitute the Academy in an effort to improve student educational performance and to avoid interruption of the educational process. An attempt to improve student educational performance may include, but is not limited to, one of the following actions: (i) cancellation of a contract with an Educational Management Organization; (ii) removal of 1 or more members of the Academy Board members; (ii) termination of at-will board appointments of 1 or more Academy Board members; (iii) withdrawal of Academy's authorization to contract with an Educational Management Company; or (iv) the appointment of a new Academy Board of Directors or a conservator/ trustee to take over operations of the Academy.
- e) Request for Revocation Hearing. The CSO Director or other University Representative may initiate a revocation hearing before the University Charter

Schools Hearing Panel if the CSO Director determines that any of the following has occurred:

- i) the Academy Board has failed to timely respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);
- ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
- iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;
- iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
- v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);
- vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
- vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The CSO Director or other University Representative shall send a copy of the Request for Revocation Hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The Request for Revocation Hearing shall identify the reasons for revoking the Contract.

- f) Hearing before University Charter Schools Hearing Panel. Within thirty (30) days of the date of a Request for Revocation Hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the Notice of Hearing to the University Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the CSO Director's request for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the CSO Director or other University Representative. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the University and the Academy. The CSO Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel, may, however, question the CSO Director and one or more members of the Academy Board. Within thirty (30) days of the Revocation Hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. In its discretion, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the University Charter

Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

- g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available copies of the Hearing Panel's recommendation and the transcript of the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the University Charter Schools Office, the Academy Board and the Michigan Department of Education.
- h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board, but no later than the last day of the Academy's current academic year.
- i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be held by the University Board and returned to the Michigan Department of Treasury.
- j) Disposition of District Code Number. Notwithstanding any other provision of the Contract, after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, the district code number shall remain under the direction and control of the State Board of Education and/or its designated representative.

Section 10.7. Automatic Revocation by State of Michigan. If the University Board is notified by the Superintendent of Public Instruction that the Academy is subject to closure under Part 6e of the Code ("State's Automatic Closure Notice"), then this Contract shall automatically be revoked at the end of the current school year in which the notice is received without any further action of the University Board or the Academy. The University Board's revocation procedures set forth in Section 10.6 do not apply to an automatic revocation initiated by the State. Following receipt of the State's Automatic Closure Notice, the University Charter Schools Office shall forward a copy of the State's Automatic Closure Notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy's plans and procedures for wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Revocation Notice shall be directed to the Superintendent of Public Instruction, in a form and manner determined by that office or the Michigan Department of Education.

Section 10.8. Material Breach of Contract. The issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform / Redesign Officer, shall constitute a material breach of this Contract. Following the issuance of the order, the University Charter Schools Office shall notify the Academy of the material breach and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan that is acceptable to the University Charter Schools Office. In addition to other matters, the corrective action plan shall include the Academy's redesign plan prepared pursuant to section 1280c of the Code. The development of a corrective action plan under this Section 10.8 shall not in any way limit the rights of the University Board to terminate, suspend or revoke this Contract.

Section 10.9. Appointment of Conservator/Trustee. Notwithstanding any other provision of the Contract, when the University Board determines that conditions or circumstances exist to lead the University Board to believe that the health, safety, educational or economic interest of the Academy or its students is at risk, the University Board may take immediate action against the Academy pending completion of the procedures described in Sections 10.6. The University Board may appoint a conservator/ trustee to manage the day to day operations of the Academy in place of the Academy Board. A conservator/ trustee appointed by the University Board shall have all the powers and authority of the Academy Board under this Contract and Applicable Law. Upon the appointment of a conservator/ trustee, the appointment and term of office for each Academy Board member shall cease. If this section has been implemented and the Hearing Panel under Section 10.6 determines the revocation to be appropriate, the revocation shall become effective immediately upon the University Board's decision.

ARTICLE XI

PROVISIONS RELATING TO SCHOOLS OF EXCELLENCE

Section 11.1. Grand Valley State University Faculty Employment in the Academy. Subject to the ability of the Academy to reach separate agreement on the terms, the Academy is permitted to use University faculty as classroom teachers in any grade.

Section 11.2. The Academy Faculty Appointment to Grand Valley State University Faculty. Nothing in this Contract shall prohibit a member of the Academy faculty from being appointed to or serving as a member of the University faculty.

Section 11.3. Student Conduct and Discipline. The Academy Board shall adopt, abide by and enforce its own set of written policies concerning student conduct and student discipline.

Section 11.4. Insurance. The Academy shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverage:

- a) Property insurance covering all of the Academy's real and personal property, whether owned or leased;
- b) General/Public Liability with a minimum of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate (Occurrence Form);

- c) Auto Liability (Owned and Non-Owned) with a minimum of one million dollars (\$1,000,000) (Occurrence Form);
- d) Workers' Compensation or Workers' Compensation without employees "if any" insurance (statutory limits) and Employers' Liability insurance with a minimum of five hundred thousand dollars (\$500,000);
- e) Errors & Omissions insurance including Directors & Officers and School Leaders Errors & Omissions Liability insurance with a minimum of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate (Claims Made or Occurrence Form);
- f) Crime including employee dishonesty insurance with a minimum of five hundred thousand dollars (\$500,000); and
- g) Employment Practices Liability insurance with a minimum of one million dollars (\$1,000,000) per claim/aggregate (Claims Made or Occurrence Form).

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The insurance carrier(s) must be an "A" best rating or better. The Academy may join with other public school academies to obtain insurance if the Academy finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured.

The Academy shall list the University Board and the University on the insurance policies as an additional insured on insurance coverage listed in (b), (c), (e) and (g) above. The Academy shall have a provision included in all policies requiring notice to the University, at least thirty (30) days in advance, upon termination or non-renewal of the policy or of changes in insurance carrier or policy limit changes. In addition, the Academy shall provide the University President copies of all insurance certificates and endorsements required by this Contract. The Academy shall also provide to the University Charter Schools Office an entire copy of the insurance policies. The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimum may be required depending upon academic offerings and program requirements.

The Academy understands that the University's insurance carrier periodically reviews the types and amounts of insurance coverage that the Academy must secure in order for the University to maintain insurance coverage for authorization and oversight of the Academy. In the event that the University's insurance carrier requests additional changes in coverage identified in this Section 11.4, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University's insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.5. Transportation. The Academy Board may enter into contract with other school districts or other persons, including municipal and county governments, for the transportation of the Academy students to and from school and for field trips. In addition, the Academy Board may use funds received from state school aid payments to pay for student

transportation. In the event that the Academy Board contracts for transportation services, the Academy Board shall ensure that the company providing the transportation services is properly licensed in accordance with Applicable Law, and that the company conducts criminal background and history checks on its drivers and other personnel who have direct contact with pupils in accordance with the Code.

Section 11.6. Extracurricular Activities and Interscholastic Sports. The Academy is authorized to join any organization, association, or league, which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

Section 11.7. Legal Liabilities and Covenants Not to Sue. The Academy and Academy Board members acknowledge and agree that they have no authority to extend the faith and credit of the University or to enter into a contract that would bind the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy and Academy Board members hereby covenant not to sue the University Board, the University or any of its trustees, officers, employees, agents or representatives for any matters that arise under this Contract or otherwise. The University does not assume any obligation with respect to any Academy Director, employee, agent, parent, guardian, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board, the University or any of its Trustees, employees, agents, or independent contractors as a result of the issuing, termination or revocation of this Contract.

Section 11.8. Lease or Deed for Proposed Single Site(s). The Academy shall provide to the designee of the University Board copies of its lease or deed for the premises in which the Academy shall operate. A copy of the Academy's lease or deed and site information shall be incorporated into the Schedules.

Section 11.9. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that all physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates. The Academy Board shall not conduct classes at any site until the Academy has complied with this Section 11.9. Copies of these certificates shall be incorporated into the Schedules.

Section 11.10. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy.

Section 11.11. Required Provisions for Educational Management Organization Agreements. Any educational management organization agreement entered into by the Academy must contain the following provisions:

"Indemnification of Grand Valley State University. The parties acknowledge and agree that the Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives are deemed to be third party

beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Grand Valley State University, which arise out of or are in any manner connected with Grand Valley State University Board's approval of the School of Excellence application, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by Grand Valley State University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the Educational Management Organization, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by Grand Valley State University Board of Trustees. The parties expressly acknowledge and agree that Grand Valley State University and its Board of Trustee members, officers, employees, agents or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement."

"Revocation or Termination of Contract. If the Academy's Contract issued by the Grand Valley State University Board of Trustees is revoked or terminated, this Agreement shall automatically terminate on the same date as the Academy's Contract is revoked or termination without further action of the parties."

"Compliance with Academy's Contract. The Educational Management Organization agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by Grand Valley State University Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

Section 11.12. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, Act No. 566 of the Public Acts of 1978, being MCL 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants With Public Entities statute, Act No. 371 of the Public Acts of 1968, being MCL 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed a prohibited conflict of interest for purposes of this Contract:

(a) An individual simultaneously serving as an Academy Board member and an owner, officer, director, employee or paid consultant of an Educational Management Organization that has an agreement with the Academy;

(b) An individual simultaneously serving as an Academy Board member and an Academy employee;

(c) An individual simultaneously serving as an Academy Board member and a independent contractor to the Academy;

(d) An individual simultaneously serving as an Academy Board member and as a member of the governing board of another public school; and

(e) An individual simultaneously serving as an Academy Board member and a University employee or paid consultant.

Section 11.13. Certain Familial Relationships Prohibited. No person shall be eligible to serve as an Academy Board member if the person's spouse, child, parent, or sibling has: (i) an ownership interest in the Educational Management Organization; or (ii) if the person's spouse, child, parent, or sibling is in a managerial, administrative or officer position with the Educational Management Organization.

Section 11.14. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 11.15. Information Available to the Public and University.

(a) Information to be provided by the Academy. In accordance with Applicable Law, the Academy shall make information concerning its operation and management, including without limitation information in Schedule 6, available to the public and the University.

(b) Information to be provided by Educational Management Organization. The agreement between the Academy and the Educational Management Organization shall contain a provision requiring the Educational Management Company to make information concerning the operation and management of the Academy, including the information in Schedule 6, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given; (i) upon actual delivery, if delivery by hand; or (ii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other person or address as the respective party may designate by notice delivered pursuant hereto:

If to Grand Valley State University Board of Trustees:

Charter Schools Office Director
Grand Valley State University
201 Front Avenue, SW., Suite 310
Grand Rapids, Michigan 49504

If to Academy:	Academy Board President and Errol Goldman 491 Columbia Avenue 5253 W. Lakeview Drive Holland, Michigan 49423 Pentwater, Michigan 49449
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Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of Applicable Law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. This Contract sets forth the entire agreement between the University Board and the Academy with respect to the subject matter of this Contract. All prior application materials, contracts, representations, statements, negotiations, understandings, and undertakings, are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either party.

Section 12.6. Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Method of Selection Resolution or the Authorizing Resolution, legal challenges to the validity of Part 6e of the Code or actions taken by the University Board as an authorizing body under Part 6e of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a

public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

Section 12.8. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.9. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.10. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the Educational Management Organization. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.11. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.12. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.13. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.14. Term of Contract.

(a) Initial Term of Contract. Except as otherwise provided in Section 12.14 (b) and (c) set forth below, this Contract shall commence on July 1, 2011 and shall remain in full force and effect for ten (10) years until June 30, 2021, unless sooner terminated according to the terms hereof.

(b) Termination of Contract During Initial Term of Contract. Consistent with the procedures set forth in this Section 12.14(b), this Contract will terminate on June 30, 2021 if the Academy fails to satisfy all of the following conditions:

- (i) The Academy shall provide to the Charter Schools Office Director a copy of the Academy's agreements with any Educational Management Organization. The terms and conditions of the agreements must be acceptable to the University President.

- (ii) The Academy shall provide to the Charter Schools Office Director a copy of the Academy's real property leases, sublease or other agreements set forth in the Schedules.
- (iii) The Academy, through legal counsel, shall provide a legal opinion to the Charter Schools Office Director confirming that the Academy Board's approval and execution of any real property lease or other agreement with Educational Management Organization complies with the Contracts of Public Servants with Public Entities statute, MCL 15.321 et seq.
- (iv) The Academy shall provide to the Charter Schools Office Director, if applicable, a copy of an AHERA asbestos plan and lead based paint survey for the site or sites set forth in the Schedules.
- (v) The Academy shall provide to the Charter Schools Office Director, if applicable, a copy of a current boiler inspection/ approval for the site or sites set forth in the Schedules.
- (vi) The Academy shall provide documentation to the Charter Schools Office Director confirming that the Academy has received occupancy approval from the Michigan Department of Consumer and Industry Services' Office of Fire Safety for the site or sites set forth in the Schedules.
- (vii) The Academy shall provide documentation to the Charter Schools Office Director that it has obtained a short-term cash flow loan to cover the initial cost of operations for the initial academic year. The Academy shall comply with section 1225 of the Revised School Code and the Revised Municipal Finance Act with respect to approving and obtain such funds.
- (viii) Any additional financial information or documentation requested by the University President.

The Academy shall notify the Charter Schools Office in writing following completion of the conditions set forth in this Section 12.14(b). For good cause, the Charter Schools Office Director may extend the deadlines set forth above. If the Charter Schools Office Director determines that the Academy has not satisfied the conditions set forth in this Section 12.14(b), the Charter Schools Office Director shall issue a Contract termination letter to the Academy for failing to meet certain conditions set forth in this Section 12.14(b). The issuance of the termination letter by the Charter Schools Office Director shall automatically terminate this Contract without any further action by either the University Board or the Academy Board. Upon issuance of the termination letter, the Charter Schools Office Director shall notify the Superintendent of Public Instruction and the Michigan Department of Education that the Contract has been terminated.

(c) Extended Term of Contract. If the Academy satisfies the conditions set forth above in Section 12.14(b), this Contract shall be extended for three (3) additional academic years and shall expire on June 30, 2024, unless sooner terminated according to the terms hereof ("Contract

Term"). If the Academy, for any reason, is unable to enroll students and conduct classes by October 1, 2011, then this Contract is automatically terminated without further action of the parties.

Section 12.15. Survival of Provisions. The terms, provisions, and representations contained in Section 11.4, Section 11.7, Section 11.11 and Section 12.7, and any other provision of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.16. Termination of Responsibilities. Upon termination or revocation of this Contract, the University Board and its designees shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract.

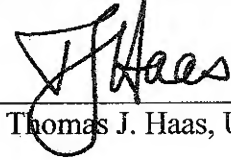
Section 12.17. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation and in accordance with Part 6e of the Code.

[INTENTIONALLY LEFT BLANK]

As the designated representative of the Grand Valley State University Board of Trustees, I hereby authorize this issuance of a Contract to the Academy to operate a School of Excellence on the dates set forth above.

GRAND VALLEY STATE UNIVERSITY
BOARD OF TRUSTEES

By: _____



Thomas J. Haas, University President

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by this Contract.

BLACK RIVER PUBLIC SCHOOL

By: _____



President, Board of Directors

SCHEDULE 1

**METHOD OF SELECTION RESOLUTION
AUTHORIZING RESOLUTION**



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON FEBRUARY 11, 2011:

Black River Public School Contract Conversion Authorizing Resolution

The following resolution is proposed:

WHEREAS, the Michigan Legislature has provided for the establishment of a School of Excellence ("School of Excellence") as part of the Michigan public school system by enacting Act Nos. 201 through 205 of the Public Acts of 2009; and

WHEREAS, according to this legislation, the Board of Trustees of Grand Valley State University ("University Board"), as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate Schools of Excellence; and

WHEREAS, the Michigan Legislature has mandated that a School of Excellence contract be issued on a competitive basis taking into consideration the resources available for the proposed School of Excellence, the population to be served by the proposed School of Excellence, the educational goals to be achieved by the proposed School of Excellence, and the applicant's track record, if any, in operating public school academies or other public schools; and

WHEREAS, the University Board, having received requests for converting a Public School Academy to a School of Excellence, and having examined the ability of the proposed performance standards, proposed academic program, financial viability of the applicant, and the ability of the proposed School of Excellence board of directors to meet the contract goals and objectives;

WHEREAS, the Board of Directors of Black River Public Schools ("Academy") passed a resolution requesting that Grand Valley State University terminate its existing charter contract prior to the expiration date to allow for conversion from their 6A charter contract to 6E charter contract; and



agreed upon and the Academy is able to comply with all terms and conditions of the contract.

Black River Public School Contract Conversion Method of Selection Resolution

The following resolution is proposed:

**BLACK RIVER PUBLIC SCHOOL SCHOOL BOARD OF
DIRECTORS: METHOD OF SELECTION AND APPOINTMENT**

WHEREAS, the Board of Trustees of Grand Valley State University ("University Board") is interested in issuing a contract to a School of Excellence ("School of Excellence") resulting from the passage of Public Acts 201 through 205 of 2009; and

WHEREAS, MCL 380.553(4) of the Revised School Code ("Code") provides that an authorizing body shall "adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors of each School of Excellence subject to its jurisdiction," and

WHEREAS, the University Board has determined that each contract issued by the University Board shall contain the following method of selection and appointment process until otherwise amended by the University Board;

NOW, THEREFORE, BE IT RESOLVED:

The following method of selection and appointment process for a School of Excellence Board Member applies to a School of Excellence authorized by the University Board:

1. Method of Selection and Appointment of a School of Excellence Board Member:
 - a. Initial School of Excellence Board Member Nominations and Appointments: As part of the School of Excellence application, the applicant shall propose to the University Charter Schools Office Director ("CSO Director"), the names of proposed individuals to serve on the initial board of directors of the proposed School of Excellence Academy ("Academy Board"). When the CSO Director recommends an initial contract for approval to the University Board, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the School of Excellence applicant ("Applicant"). To be considered for appointment, the nominees must have completed the required

WHEREAS, Section 10.5 of the charter contract between the University Board and the Academies allow the University Board to waive the requirement of the Academies to provide at least a ten (10) month notice of intent to terminate the charter contract;

NOW, THEREFORE, BE IT RESOLVED:

AUTHORIZING RESOLUTION FOR BLACK RIVER PUBLIC SCHOOL, A SCHOOL OF EXCELLENCE:

1. The University Board accepts the request of the Board of Directors of Black River Public School to terminate its 6a charter contract so that each Academy can convert to a School of Excellence under 6e of the Michigan Revised School Code.
2. The University Board waives the ten (10) month notice of intent to terminate and agrees to terminate the charter contract with an effective date to be determined by the University Charter Schools Office and authorizes the Charter Schools Office Director to take the actions necessary to conclude contractual responsibilities and obligations.
3. That the request for Black River Public School submitted under Part 6e of the Code, MCL 380.551 et seq. ("Part 6e"), meet the University Board's requirements and the requirements of applicable law and is therefore approved;
4. Pursuant to the Method of Selection Resolution adopted by the University Board, the following number (#) persons are appointed as the initial board of directors for the Academies for the Schools of Excellence:

Timothy DuMez	1 year term expiring June 30, 2011
Barbara S. Ellis	1 year term expiring June 30, 2011
Thomas F. Guarr	1 year term expiring June 30, 2011
Gregory T. Christie	2 year term expiring June 30, 2013
Jane Clark	2 year term expiring June 30, 2013
Mary M. Mims	2 year term expiring June 30, 2013
Brian E. Porter	3 year term expiring June 30, 2014
Ruth Crouch	3 year term expiring June 30, 2014
Stephanie J. Elhart	3 year term expiring June 30, 2014

The University Board approves and authorizes the issuance of School of Excellence contracts to the Academies and authorizes the University President or designee to execute contracts to charter Schools of Excellence and related documents issued by the University Board to each Academy, provided that, before execution of the contract, the University President or his designee affirms that all terms of the contract have been

board member candidate application materials, including at least (i) the School of Excellence Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background and History Check Report prescribed by the University Charter Schools Office.

- b. Subsequent School of Excellence Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board member positions. As part of the appointment process, the Academy Board may submit to the CSO Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The CSO Director may or may not recommend the proposed nominee submitted by the Academy Board. If the CSO Director does not recommend a nominee submitted by the Academy Board, the CSO Director shall select a nominee and forward that recommendation to the University Board for appointment. The University Board shall have the sole and exclusive right to appoint members to the Academy Board.
- c. Exigent Appointments: When the CSO Director determines an "exigent condition" exists which requires him/her to make an appointment to an Academy Board, the CSO Director, with University President approval, may immediately appoint a person to serve as an Academy Board member for the time specified, but not longer than the next meeting held by the University Board when a regular appointment may be made by the University Board. The CSO Director shall make the appointment in writing and notify the Academy Board of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the University Board determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.
2. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the University Charter Schools Office including, but not limited to, a School of Excellence Board Member Questionnaire and a release for criminal records and history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee

or representative of the University or be a member of the University Board.

3. Oath /Acceptance of Office/Voting Rights: Following appointment by the University Board, Academy Board appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.
4. Length of Term; Removal: An appointed Academy Board member is an "at will" board member who shall serve at the pleasure of the University Board for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member's term.

If the University Board determines that an Academy Board member's service in office is no longer required, then the University Board may remove an Academy Board member with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may also be removed from office by a two- thirds (2/3) vote of the Academy Board for cause.

5. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the CSO Director. The resignation is effective upon receipt by the CSO Director unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the CSO Director shall confirm a resignation in writing. The resignation shall be effective upon the date the CSO Director sends confirmation to the resigning Academy Board member.
6. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:
 - a. Resigns
 - b. Dies

- c. Is removed from office
 - d. Is convicted of a felony
 - e. Ceases to be qualified
 - f. Is incapacitated
7. Filling a Vacancy: The Academy Board may nominate and the CSO Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointment" procedures in this resolution.
8. Number of Academy Board Member Positions: The number of Academy Board member positions shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.
9. Quorum: In order to legally transact business the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

10. Manner of Acting: The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 18 day of March, 2011.



Teri L. Losey, Secretary
Board of Trustees
Grand Valley State University

SCHEDULE 2

ARTICLES OF INCORPORATION

RESTATED ARTICLES OF INCORPORATION
For Use by Domestic Nonprofit Corporations

BLACK RIVER PUBLIC SCHOOL

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101, et seq., and Part 6E of the Revised School Code, (the "Code"), as amended, being Sections 380.551 to 380.561 of the Michigan Compiled Laws, the undersigned corporation executes the following Restated Articles:

1. The present name of the corporation is Black River Public School.
2. The identification number assigned by the Bureau is 741-781.
3. There are no other former names of the corporation.
4. The date of filing the original Articles of Incorporation was April 29, 1996.

ARTICLE I

The name of the corporation is: Black River Public School (the "Academy").

The authorizing body for the corporation is: Board of Trustees of Grand Valley State University (the "Board of Trustees").

ARTICLE II

The purposes or which the corporation is organized are:

1. The corporation is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.
2. Specifically, the corporation is organized for the purposes of operating as a public school academy in the state of Michigan pursuant to Part 6E of the Code, being Sections 380.501 to 380.508 of the Michigan Compiled Laws.
3. The corporation including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provisions of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

4. Additionally, the corporation is organized for the purposes of 1) improving pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment; 2) stimulating innovative teaching methods; 3) creating new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level; 4) achieving school accountability outcomes by placing full responsibility for performance at the school site level; and 5) providing parents and pupils with greater choices among public schools, both within and outside their existing school districts.

ARTICLE III

The corporation is organized on a non-stock, directorship basis. The corporation's board of directors is referred to herein as the "Academy Board."

The approximate value of assets which the corporation possesses is:

Real Property: \$8,300,000

Personal Property: \$1,180,000

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

ARTICLE IV

The address of the registered office is 491 Columbia Ave., Holland, Michigan 49423.

The mailing address of the registered office is the same.

The name of the resident agent at the registered office is Ms. Ruth Crouch.

ARTICLE V

The corporation is a governmental entity. The name and address of the Incorporator is:

Errol Goldman
5253 W. Lakeview Drive
Pentwater, MI 49449
(231) 869-8977

ARTICLE VI

1. **Method of Selection and Appointment of Academy Board Members**

- a. **Initial Academy Board Member Nominations and Appointments:** As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Board of Trustees, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.
- b. **Subsequent Academy Board Member-Nominations and Appointments:** Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board shall submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.
- c. **Exigent Appointments:** When the Director determines an "exigent condition" exists which required him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Directors shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy

Board seat is vacant, when an Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

2. **Qualification of Academy Board Members:** To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.
3. **Oath/Acceptance of Office/Voting Rights:** Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the oath or Affirmation of Public Office administered by a member of the Academy Board, or other public official or notary public.
4. **Length of Term;Removal:** An appointed Academy Board member is an "at will" board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board is appointed to complete the term of another Academy Board member, their service ends at the end of the previous Academy Board member's term.

If the Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees may remove an Academy Board member with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may be removed from office by a two-thirds (2/3) vote of the Academy Board for cause.
5. **Resignation:** A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director unless a later date is specified in the resignation. A written resignation is not required to resign, and if no such resignation notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation of the resignation to the resigning Academy Board member.
6. **Vacancy:** An Academy Board position shall be considered vacant when an Academy Board member:

- a. Resigns
 - b. Dies
 - c. Is removed from Office
 - d. Is convicted of a felony
 - e. Ceases to be qualified
 - f. Is incapacitated
7. **Filling a Vacancy:** The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent and Temporary Appointment" procedure in this resolution.
8. **Number of Academy Board Member Positions:** The number of member positions of the Academy Board of Directors shall be five (5), seven (7) or nine (9), as determined from time to time by the Board of Trustees.
9. **Quorum:** In order to legally transact business the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

# of Academy Board positions	# required for Quorum:
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

10. **Manner of Action:** The Academy Board shall be considered to have "acted" when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

ARTICLE VII

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, trustees, directors, board, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, corresponding section of any future federal tax code, or (b) by an organization, contributions

to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (c) by a governmental entity exempt from Federal Income Tax under Section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the Academy Board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the Board of Trustees for forwarding to the State School Fund established under Article IX, Section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE VIII

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in Section 7 of Act No. 170 of the Public Acts of 1964, being Sections 691.1407 of the Michigan Compiled Laws.

ARTICLE IX

These Article of Incorporation shall not be amended except by the process provided in the Contract to charter executed by the corporation and Board of Trustees of Grand Valley State University.

Amendments to these Article of Incorporation take effect only after 1) they have been approved by a majority of the corporation's Academy Board members then in office, and by the Board of Trustees, and 2) they are filed with the Michigan Department of Labor and Economic Growth, Corporation and Securities Bureau. The filing shall include a copy of the Board of Trustees' approval of the amendment.

ARTICLE X

The Academy Board shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE XI

A volunteer Academy Board member is not personally liable to the corporation for monetary damages for a breach of the Academy Board member's fiduciary duty. This provision shall not eliminate or limit the liability of an Academy Board member for any of the following:

- (i) A breach of the Academy Board member's duty of loyalty to the corporation;
- (ii) Acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of the law;
- (iii) A violation of Section MCL 380.551 (1);

- (iv) A transaction from which the Academy Board member derived an improper personal benefit;
- (v) An act or omission that is grossly negligent.

If the corporation obtains tax exempt status under section 501(c)(3) of the internal revenue code, the corporation assumes all liability to any person other than the corporation for al acts or omissions of a volunteer Academy Board member occurring on or after the filing of the Articles incurred in good faith performance of the volunteer Academy Board member's duties.

This article shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

ARTICLE XII

The powers and duties of the corporation's officers are as follows:

1. **Number.** The officers of the corporation shall be President, Vice-President, Secretary and a Treasurer, each of whom shall be selected by the Academy Board. The Academy Board may select one or more Assistants to the officers, and may also appoint such other officers and agents as they may deem necessary for the transaction of the business of the corporation.
2. **President.** The President of the corporation shall be an Academy Board member and shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the Academy Board members attending the meeting shall preside. The President shall be an ex officio member of all standing committees and may be designated chairperson of those committees by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Academy Board as may be prescribed by the Academy Board from time to time.
3. **Vice-President.** The Vice-President shall be an Academy Board member. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.
4. **Secretary.** The Secretary shall be an Academy Board member. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; (d) keep a register of the business address of each Academy Board member; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President of the Academy Board.

5. **Treasurer.** The Treasurer shall be an Academy Board member. The Treasurer shall: (a) assure that the responsibilities of the fiscal agent of the corporation are properly carried out; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Academy Board.
6. **Assistants and Acting Officers.** The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the officers or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

ARTICLE XIII

The person responsible for the publication and filings required by Part 6E of the Code is the President.

ARTICLE XIV

These Restated Articles of Incorporation are hereby adopted by a majority of the Academy Board at a duly noticed open and public meeting on this 12 day of April, 2011, at which a quorum was present. These Restated Articles of Incorporation, as approved by Grand Valley State University, shall become effective upon filing.

By: Ruth A. Crouch
Ruth A. Crouch
Its: Acting Board Secretary

SCHEDULE 3

REVISED BYLAWS

BYLAWS
OF
BLACK RIVER PUBLIC SCHOOL

ARTICLE I

NAME

This organization shall be called Black River Public School ("Black River").

ARTICLE II

FORM OF CORPORATION

Black River is organized as a non-profit, non-stock, directorship corporation.

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the corporation shall be located in the City of Holland, County of Ottawa, State of Michigan.

Section 2. Registered Office. The registered office of the corporation may be the same as the principal office of the corporation, but in any event must be located in the state of Michigan, and be the business office of the registered agent, as required by the Michigan Nonprofit Corporation Act.

ARTICLE IV

BOARD OF DIRECTORS; MEETINGS; FISCAL YEAR

Section 1. General Powers. The business, property and affairs of the corporation shall be managed by its Board of Directors. The Board of Directors may exercise any and all powers granted to it under the Michigan Nonprofit Corporation Act or pursuant to Part 6E of the Michigan School Code of 1976, as amended. The board may delegate such powers to the officers of the board, and/or the President, as it deems appropriate or necessary.

Section 2. Method of Selection. The initial Board of Directors shall be the individuals named in the resolution approved by the University Board. The University Board shall select members from the list of nominees at its next regular meeting. When the nominations are forwarded to the University Board, they shall be accompanied by the

nominees' resumes and the nominees shall be available for interview by the University Board or its designees. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

Section 3. Length of Term. The term of each member of the Board of Directors shall be three (3) years, except that of the members first appointed, whose terms have been identified in the resolution approved by the University Board. The length of term of the Board members shall commence with the first meeting of the Board of Directors and all terms shall expire June 30.

Section 4. Number of Directors. The number of members of the initial Board of Directors of the corporation shall be nine (9). The number of members shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the University Board.

Section 5. Qualifications. The Board members of the corporation must include (i) a parent or guardian of a child attending the school; and (ii) at least one professional educator. The Board shall not include (i) employees of Black River or (ii) Grand Valley State University officials, as representatives of Grand Valley State University.

Section 6. Oath. All members of the Board of Directors of the Corporation must file an acceptance of office with the University. All members of the Board of Directors of the corporation shall take the oath of office required by Section 512a(4)(b)(vi) of the Code.

Section 7. Tenure. Each Director shall hold office until the Director's replaced, death, resignation, removal or until the expiration of the term, whichever occurs first.

Section 8. Removal. Any Director may be removed with cause by a two-thirds (2/3) vote of the Board of Directors of the corporation or by a two-thirds (2/3) vote of the University Board.

Section 9. Resignation. Any Director may resign at any time by providing written notice to the corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated by notice. A successor may be appointed as provided in Section 2 of this Article.

Section 10. Annual and Regular Meetings. The Board of Directors shall hold an annual meeting on the third Monday in June of each year. The Board of Directors may provide by resolution, the time and place, within the state of Michigan, for the holding of additional meetings. The corporation shall provide notice of the annual and all regular meetings as required by the Open Meetings Act.

Section 11. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any Director. The person or persons authorized to call special meetings of the Board of Directors may fix the place within the state of Michigan for holding any special meeting of the Board of Directors called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the state of Michigan. The corporation shall provide notice of all special meetings as required by the Open Meetings Act.

Section 12. Notice; Waiver. In addition to the notice provisions of the Open Meetings Act, notice of any special meeting shall be given at least eighteen (18) hours, or as otherwise required by the Open Meetings Act, prior to the special meeting by written notice, stating the time and place of the meeting, delivered personally or mailed or sent by facsimile to each Director at the Director's business address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If notice is given by facsimile, such notice shall be deemed to be delivered when the facsimile is sent. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 13. Quorum. A majority of the Directors of the Board constitutes a quorum for the transaction of business at any meeting of the Board of Directors, but if less than a majority is present at a meeting of the Directors present may adjourn the meeting from time to time, providing such notice as is required by the Open Meetings Act.

Section 14. Manner of Acting. The act of the majority of the Directors of the Board at which a quorum is present shall be the act of the Board of Directors.

Section 15. Board Vacancies. A vacancy shall occur as specified in the Code. Any vacancy may be filled as provided in Section 2 of this Article.

Section 16. Compensation. A director of the corporation shall serve as a volunteer director. By resolution of the Board of Directors, the Directors may be paid their expenses, if any, of attendance at meetings of the Board of Directors.

Section 17. Presumption of Assent. A Director of the corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless the Director's dissent shall be entered in the minutes of the meeting or unless the Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

Section 18. Committees. The Board of Directors, by resolution, may designate one or more committees, each committee to consist of one or more Directors elected by the Board of Directors, which to the extent provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, shall have and may exercise, when the Board of Directors is not in session, the powers of the Board of Directors in the management of the business and affairs of the corporation, except action in respect to the fixing of compensation for or the filling of vacancies in the Board of Directors or committees created pursuant to this Section, or amendments to the Articles of Incorporation or Bylaws. The Board of Directors may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Open Meetings Act, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

Section 19. Fiscal Year; Budget and Accounting. The fiscal year of the corporation shall begin on the first day of July each year. The Board of Directors, subject to the oversight responsibilities of the University Board, shall have exclusive control of the budget. The Board shall prepare and publish an annual budget.

ARTICLE V

OFFICERS OF THE BOARD

Section 1. Number. The officers of the corporation shall be President, Vice-President, Secretary and a Treasurer, each of whom shall be selected by the Academy Board. The Academy Board may select one or more Assistants to the officers, and may also appoint such other officers and agents as they may deem necessary for the transaction of the business of the corporation.

Section 2. Election and Term of Office. The Board of Directors shall elect initial officers of the corporation at a duly noticed meeting. The Board of Directors shall elect the officers annually at the annual meeting of the Board of Directors. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall serve a one year term unless the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served.

Section 4. Vacancies. A vacancy in any officer shall be filled by appointment by the Board of Directors for the unexpired portion of the term.

Section 5. President. The President of the corporation shall be an Academy Board member and shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the Academy Board members attending the meeting shall preside. The President shall be an ex officio member of all standing committees and may be designated chairperson of those committees by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Academy Board as may be prescribed by the Academy Board from time to time.

Section 6. Vice-President. The Vice-President shall be an Academy Board member. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7. Secretary. The Secretary shall be an Academy Board member. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; (d) keep a register of the business address of each Academy Board member; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President of the Academy Board.

Section 8. Treasurer. The Treasurer shall be an Academy Board member. The Treasurer shall: (a) assure that the responsibilities of the fiscal agent of the corporation are properly carried out; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the officers or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Officers of the Board, as Directors of the corporation, may not be compensated for their services. They may, however, receive traveling and other expenses.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Officers, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the corporation except those of President, Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VI

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Board of Directors authorizes the execution of a contract or any other instrument in the name of and on behalf of the corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

Section 2. Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loan or advance to or overdraft or withdrawal by an officer or member of the Board of Directors otherwise than in the ordinary and usual course of the business of the corporation, and on the ordinary and usual course of the business or security, shall be made or permitted.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits. All funds of the corporation, not otherwise employed, shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 5 or 6 of Act No. 105 of the Public Acts of 1855, as amended, being Sections 21.145 - 21.147 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Board of Directors, any shares or other securities issued by any other corporation and owned or controlled by this corporation may be voted at any meeting of the security holders of such other corporation by the President of this corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Board of Directors, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power and authority to vote the

shares or other securities issued by such other corporation and owned by this corporation the same as such shared or other securities might be voted by this corporation.

Section 6. Contracts Between Corporation and Related Persons. Subject to the provisions of the statute on Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being Section 15.321 to 15.330 of Michigan Compiled Laws, any contract of other transaction between this corporation and one or more of its Directors, or between this corporation and any firm of which one or more of this corporation's Directors are members or employees, or in which one or more of this corporation's Directors are interested shall be valid for all purposed, notwithstanding the presence of such Director or Directors at the meeting at which the Board of Directors of the corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director of Directors in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board or Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted as voting upon; the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction that would otherwise be valid under the common and statutory law applicable thereto.

ARTICLE VII

INDEMNIFICATION

Each person who is or was a member of the Board of Directors, or a trustee, director, officer or member of a committee of the corporation and each person who serves or has served at the request of the corporation as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the corporation would have power to indemnify such person against such liability under the preceding sentence. The corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the corporation to the fullest extent provided under the laws of the State of Michigan as may be in effect from time to time.

ARTICLE VIII

SEAL


The Board of Directors may provide a corporate seal that shall be circular in form and shall have inscribed thereon the name of the corporation, the State of Michigan and the words "Corporate Seal" and "Public School Academy."

ARTICLE IX

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted pursuant to the procedure set forth in the contract to charter between the corporation and its authorizing body. The corporation may amend these Bylaws upon a majority vote of the University Board. Amendments to these Bylaws take effect only after they have been approved by both the corporation Board and by the University President of the University Board.

These Bylaws were adopted as and for the Bylaws of Black River Public School, a Michigan nonprofit corporation, by the Board of Directors at a duly noticed meeting on the 12th day of April, 2011.


By: Ruth A. Crouch
Its: Acting Secretary

SCHEDULE 4

FISCAL AGENT AGREEMENT

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Grand Valley State University Board of Trustees ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Black River Public School ("Academy"), a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the University Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the University Board is required by law to forward any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Grand Valley State University as designated by the University Board.

"Other Funds" means any other public or private funds which the Academy receives and for which the University Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to urban high school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

Section 1.02. Fiscal Agent Agreement Incorporated into Contract; Use of Contract Definitions. This Fiscal Agent Agreement shall be incorporated into and is part of the Contract issued by the University Board to the Academy. Terms defined in the Contract shall have the same meaning in this Agreement.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The University Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the University Board and the Academy may also agree that the University Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in the Contract, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within three (3) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the University Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent. No State Aid Payment Agreement and Direction document shall be effective until it is acknowledged by the University President.

ARTICLE III

STATE DUTIES

Section 3.01. Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, and annually thereafter, a written report dated as of August 31 summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the University Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

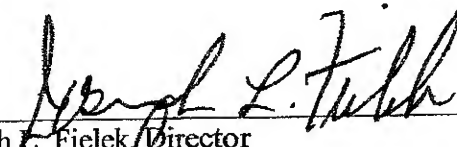
The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the University Board to the Academy.

BY: _____


Joseph L. Fielek, Director
Bureau of Bond Finance
Michigan Department of Treasury

Date: March 18, 2011

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ID/LCW

SCHEDULE 5

MASTER CALENDAR OF REPORTING REQUIREMENTS

**Public School Academy / School of Excellence
Master Calendar of Reporting Requirements
July 1, 2011 – June 30, 2012**

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July 1	Board Adopted 2010-2011 School Calendar/School Day Schedule.	CSO
July 1	Board Adopted Annual Operating Budget for the General Fund and School Service Fund for 2010-2011.	CSO
July 1	Copy of Notice of Public Hearing for Annual Operating Budget for 2010-2011.	CSO
July 1	Copy of Parent Satisfaction Survey and Results from 2010-2011, if applicable.	CSO
July 25	DS-4168 Report of Days and Clock Hours of Pupil Instruction for 2009-2010 academic year, if applicable (See MDE website, www.michigan.gov/mde , for MDE due date and form).	CSO
August 1	Annual Organizational Meeting Minutes for 2011-2012.	CSO
August 1	Board Resolution appointing Chief Administrative Officer for 2011-2012.	CSO
August 1	Board Resolution appointing Freedom of Information Act Coordinator for 2011-2012.	CSO
August 1	Board Designated Legal Counsel for 2011-2012.	CSO
August 1	Board adopted Annual Calendar of Regularly Scheduled Meetings for 2011-2012.	CSO
August 31	4 th Quarter Financial Statements – quarter ending 06/30.	CSO
September 2	Organizational Chart for 2011-2012.	CSO
September 2	Board approved Student Handbook 2011-2012.	CSO
September 2	Board approved Employee Handbook 2011-2012.	CSO
September 2	Copy of School Improvement Plan covering 2011-2012 academic year.	CSO
September 2	Board adopted Policy referencing MCL 380.553(5)(k) prohibiting individuals from serving as an Academy Board member if the person's spouse, child, parent or sibling is employed by the school of excellence	CSO
October 3	Completed PSA and ESP/MC Insurance Questionnaires. Required forms available at www.gvsucso.org .	CSO
October 3	Annual Nonprofit Corporation Information Update for 2011. CSO will confirm filing via DLEG website.	CSO
October 14	Audited Financial Statements for fiscal year ending June 30, 2011. (See MDE Website, www.michigan.gov/mde , for MDE due date.	CSO
October 14	Management Letter (comments and recommendations from independent financial auditor) for fiscal year ending June 30, 2011, if issued. If a management letter is not issued, a letter from the Academy stating a management letter was not issued is required to be submitted.	CSO
October 14	Annual A-133 Single Audit for year ending June 30, 2011 is required if over \$500K in federal funds have been expended. If a single audit is not necessary, a letter from the Academy stating as such is required to	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
	be submitted.	
October 14	DS-4898 PSA Preliminary Pupil Membership Count for September 2011 Enrollment and Attendance for 1 st & 2 nd Year PSAs only. (See MDE website, www.michigan.gov/mde for MDE due date).	CSO
October 14	Annual Education Report for the 2010-2011 academic year to be submitted and presented at a public meeting.	CSO
October 28	1 st Quarter Financial Statements – quarter ending 09/30.	CSO
December 1	Academy's Technology Plan covering 2011-2012 or annual updates thereto.	CSO
January 6	Modifications to ISD's Plan for the Delivery of Special Education Services covering 2011-12 signed by a representative of the Academy.	CSO
January 31	2 nd Quarter Financial Statements – quarter ending 12/31.	CSO
January 31	Michigan Highly Qualified Teacher Verification Report. Required Form Available at www.gvsucso.org .	CSO
April 20	DS-4168-B District Report of Planned Number of Days and Clock Hours of Pupil Instruction for 2011-2012 (See MDE website www.michigan.gov/mde for MDE due date).	CSO
April 27	3 rd Quarter Financial Statements – quarter ending 03/31.	CSO
May 14	Notice of Open Enrollment & Lottery Process or Open Enrollment & Lottery Process Board Policy for 2012-2013.	CSO
June 1	Certificate of Boiler Inspection covering years 2011-2012.	CSO
June 29	Board Approved Amended Budget for 2011-2012 fiscal year (or statement that budget has been reviewed and no amendment was needed).	CSO
June 29	2011-2012 Log of emergency drills, including date, time and results. Sample form available at www.gvsucso.org .	CSO
June 29	Board adopted Letter of Engagement for year ending June 30, 2012 independent financial audit.	CSO
June 29	Food service license expiring 04/30/2013.	CSO

Ongoing Reporting Requirements
July 1, 2011 – June 30, 2012

The following documents do not have a set calendar date; however, they require submission within a certain number of days from board action or other occurrence.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
Date notice is posted	Academy Board Meeting Record of Postings – cancellations, changes, special meetings, emergency etc. Must include time and date of actual posting.	CSO
14 business days after Board meeting	Draft Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	CSO
14 business days after Board approval	Approved Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	CSO
30 business days after board approval	Board Adopted Annual Operating Budget for 2011-2012 including Salary/Compensation Transparency Reporting to be available on school website per the State School Aid Act as amended	No submission needed.
14 business days after Board approval	Oath of Office and written acceptance for each Board Member.	CSO
10 business days after Board approval	Board adopted <i>Amended</i> Budget and General Appropriations Resolution.	CSO
10 days of receipt	Correspondence received from the Michigan Department /State Board of Education requiring a formal response.	CSO
10 days of receipt	Correspondence received from the Health Department requiring a formal response.	CSO
10 days of receipt	Written notice of litigation or formal proceedings involving the Academy.	CSO
30 days prior to board execution	Board proposed draft Educational Management Company Agreements or Amendments thereto.	CSO
5 business days of receipt	Request and Responses to Freedom of Information Requests.	CSO

Original/Subsequent Board Policy Reporting Requirements July 1, 2011 – June 30, 2012

The following documents do not have a set calendar date; however, they require an original submission and subsequent submission if Board action is taken making amendments/changes.

REPORT DESCRIPTION	SUBMIT TO:
Articles of Incorporation. Must have GVSU Board approval before modifying.	CSO
Board of Director Bylaws.	CSO
Educational Service Provider Agreements/Amendments	CSO
Academy's Educational Goals.	CSO
Office of Fire Safety (OFS-40) – original occupancy permit and permits for renovations/additions, etc.	CSO
Lease, Deed of Premises or Rental Agreement and subsequent amendments (includes modular units).	CSO
Curriculum including any additions/deletions.	CSO
Asbestos Hazardous Emergency Response Act (AHERA) Management Plan. Visit www.michigan.gov/asbestos for Michigan's model management plan. A copy of the "acceptance" letter sent by MIOSHA is also required.	CSO
Communicable Disease Curriculum (including minutes of board approval).	CSO
Job Descriptions for all employee groups	CSO
REQUIRED BOARD POLICIES	
Board adopted Purchasing Policy (date of approval). Reference: MCL 380.1267, MCL 380.1274	CSO
Use of Medications Policy (date of approval). Reference: MCL 380.1178, 380.1178a, 380.1179	CSO
Harassment of Staff or Applicant Policy (date of approval). Harassment of Students Policy (date of approval) Reference: MCL 380.1300a	CSO
Search and Seizure Policy (date of approval). Reference: MCL 380.1306	CSO
Emergency Removal, Suspension and Expulsion of Students Policy (date of approval). Reference: MCL 380.1309; MCL 380.1312(8)&(9); MCL 37.1402	CSO
Parent/Guardian Review of Instructional Materials & Observation of Instructional Activity Policy Reference: MCL 380.1137	CSO
Board Member Reimbursement of Expenses Policy (date of approval). Reference: MCL 380.1254; MCL 388.1764b	CSO
Equal Access for Non-School Sponsored Student Clubs and Activities Policy (date of approval). Reference: MCL 380.1299	CSO
Electronic or Wireless Communication Devices Policy (date of approval).	CSO
Preparedness for Toxic Hazard and Asbestos Hazard Policy (date of approval). Reference: MCL 324.8316, 380.1256	CSO

Nondiscrimination and Access to Equal Educational Opportunity Policy (date of approval) Including, but not limited to, Michigan Constitution, Article I, §26, Elliott-Larsen Civil Rights Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.	CSO
Academy Deposit Policy (date of approval). PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract	CSO
Parental Involvement Policy (date of approval). Reference: MCL 380.1294	CSO
Wellness Policy (date of approval). Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773	CSO

Calendar of Additional Reporting Requirements and Critical Dates July 1, 2011 – June 30, 2012

The following reports Academies must submit to the local ISD, MDE, CEPI and other organizations throughout the year.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
September 28	Student Count Day for State Aid F.T.E.	No submission required.
September 30	SE-4096 Special Education Actual Cost Report (Contact ISD for due date).	ISD
October 3	Eye Protection Certificate (#4527 Certification of Eye Protective Devices Electronic Grant System [MEGS] if applicable.	CEPI
October 3	Certification of Constitutionally Protected Prayer	MDE
October 7	SE-4094 Transportation Expenditure Report (Contact ISD for due date).	ISD
October 1 – October 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission needed.
Oct/Nov	School Infrastructure Database (SID); School-Wide Title I Participation	CEPI
Oct/Nov	Deadline for MEIS/Single Record Student Database ("SRSD") electronic file (Contact the local ISD for due date.)	CEPI
November 1	Deadline for Immunization Records Report – IP100. (Contact Health Dept. for due date).	Local Health Dept.
November 14	Deadline for electronic submission to the Financial Information Database (FID, formerly known as the Form B). State aid will be withheld if the submission is not successful.	CEPI
Nov/Dec	Special Education Count on MI-CIS. Special education data must be current and updated in the Michigan Compliance and Information System (MI-CIS). This information is used to determine funding for next year (Contact local ISD for due date).	ISD
December 1 - December 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission required.
Nov/Dec	Registry of Educational Personnel (REP) Submission	CEPI
December 30	Municipal Finance Qualifying Statement, if applicable (online submission).	MI Dept of Treasury
Feb 1	Deadline for Immunization Record Report – IP100 (Contact Health Dept. for due date). A financial penalty of 5% of a school's state aid allocation can be assessed if the immunization rate is not at 90% or above.	Local Health Dept.
Feb 8	Supplemental Student Count for State Aid F.T.E.	No submission required.
March	FS-4731-C – Count of Membership Pupils eligible for free/reduced breakfast, lunch or milk (official date TBD).	MDE

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
March	MEIS/Single Record Student Database ("SRSD") electronic file (Contact local ISD for due date.)	ISD, CEPI
May 1 – May 31 (as scheduled)	Teacher Certification/ Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission required.
June	MEIS/ Single Record Student Database ("SRSD") electronic file (Contact local ISD for due date.)	ISD, CEPI
June	Registry of Educational Personnel (REP)	CEPI
June	School Infrastructure Database (SID)	CEPI

SCHEDULE 6

**INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL
MANAGEMENT COMPANY**

INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL MANAGEMENT COMPANY

In accordance with Section 11.15 of the Terms and Conditions, the following described categories of information are to be made available to the public by the Academy, and any Educational Management Company contracted by the Academy, as required under Section 553(5)(m) of the Code, MCL 380.553(5)(m):

1. Contract;
2. List of currently serving Directors with name, address, and term of office;
3. Academy Board policies;
4. Academy Board meeting agendas;
5. Academy Board meeting minutes;
6. Academy Board approved budget and amendments to budget;
7. Bills paid for amounts of \$10,000, or more as submitted to the Academy Board;
8. Quarterly financial reports submitted to the University Charter Schools Office;
9. List of current Academy teachers including individual salaries, copies of teaching certificates or permits, and evidence of compliance with criminal background and records checks and unprofessional conduct checks required under the Code for Academy teachers and school administrators;
10. Curriculum documents and materials submitted to the University Charter Schools Office;
11. Proof of insurance required by Contract;
12. Copies of facility leases or deeds, or both, and of any equipment leases;
13. Copies of any management contracts or services contracts approved by the Academy Board. The executed Educational Products and Services Agreement shall be incorporated into this Contract as Schedule 6;
14. Health and safety reports and certificates, including those relating to fire safety, environmental matters, asbestos inspection, boiler inspection, and food service;
15. Annual financial audit and any management letters issued as part of the annual financial audit; and
16. Any other information specifically required under the Code.

CLIENT SERVICES AGREEMENT

This AGREEMENT is signed this 22nd day of January 2011 and is effective January 1, 2011 by and between Black River Public School, (hereinafter "BLACK RIVER") whose address is 491 Columbia Avenue, Holland, MI 49423, and CHARTER HR EDUCATIONAL SERVICES, LLC, a Michigan limited liability company located at 801 Broadway NW, Suite 200, Grand Rapids, MI 49504 (hereinafter "CHARTER HR EDUCATIONAL SERVICES, LLC").

RECITALS

- A. BLACK RIVER is a public school academy organized to provide public school instruction as a charter school located at 491 Columbia Avenue, Holland, MI 49423, pursuant to a contract ("Contract") issued by the Grand Valley State University Board of Trustees ("GVSU"). The contract is authorized to carry out the educational program set forth in the Contract. BLACK RIVER is authorized by law to contract with a private entity to provide employee administration and management services.
- B. BLACK RIVER operates a public school academy under the direction of the BLACK RIVER Board of Directors ("Board").
- C. CHARTER HR EDUCATIONAL SERVICES, LLC is a Michigan Corporation with its offices at 801 Broadway NW, Suite 200, Grand Rapids, MI 49504.
- D. CHARTER HR EDUCATIONAL SERVICES, LLC offers to Michigan public school academies employee administration and management services including, but not limited to, staff employment, payroll, benefit administration, business management and other similar services.
- E. BLACK RIVER desires to engage CHARTER HR EDUCATIONAL SERVICES, LLC to perform certain services upon the terms and conditions set forth in this Agreement and pursuant to its authority, BLACK RIVER hereby contracts with CHARTER HR EDUCATIONAL SERVICES, LLC, to the extent permitted by law, specified functions relating to the administration and management services.
- F. BLACK RIVER designates the employees of CHARTER HR EDUCATIONAL SERVICES, LLC assigned to BLACK RIVER as agents of the Academy having a legitimate educational interest such that they are entitled access to

educational records under 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act ("FERPA").

THEREFORE, the parties agree as follows:

1. Services Provided by CHARTER HR EDUCATIONAL SERVICES, LLC. CHARTER HR EDUCATIONAL SERVICES, LLC shall provide contract personnel services as outlined in this Agreement. It is understood by the parties that the response to the RFP by Axios, Inc. dated November 9, 2010 are considered the same responses by CHARTER HR EDUCATIONAL SERVICES, LLC as though CHARTER HR EDUCATIONAL SERVICES, LLC submitted the response to the RFP.

a) Selection of Employees. CHARTER HR EDUCATIONAL SERVICES, LLC shall employ and assign to BLACK RIVER all such qualified and certified classroom teachers, instructors, and support staff as may be necessary to accomplish the educational mission of BLACK RIVER consistent with the Board approved budget. CHARTER HR EDUCATIONAL SERVICES, LLC shall comply with all Federal and State statutes and administrative requirements including, but not limited to, the Immigration Reform and Control Act.

b) Selection of Employees. All work force positions of BLACK RIVER shall be covered under this Agreement ("Covered Employees") unless BLACK RIVER decides to employ the Academy Director.

c) Employee Agreements and Compensation. Compensation for all Covered Employees including, but not limited to, health care and retirement benefits shall be established by BLACK RIVER, through its budget, and implemented by CHARTER HR EDUCATIONAL SERVICES, LLC. The terms and conditions of such employment shall be set forth in an employment agreement between CHARTER HR EDUCATIONAL SERVICES, LLC and each employee or other written document as determined by CHARTER HR EDUCATIONAL SERVICES, LLC with input from BLACK RIVER. Information regarding all costs, including the employment costs, annual salary and benefit costs by individual assigned to BLACK RIVER by CHARTER HR EDUCATIONAL SERVICES, LLC, will be provided to the Board by CHARTER HR EDUCATIONAL SERVICES, LLC upon request.

d) Health Care Insurance. CHARTER HR EDUCATIONAL SERVICES, LLC shall provide all qualified employees assigned to BLACK RIVER who are not covered by a spouse's plan, comprehensive medical care insurance. In

addition, CHARTER HR EDUCATIONAL SERVICES, LLC shall be responsible for COBRA compliance and continuation of health benefit plans to terminated employees and qualified dependents, subject to the continuation of this Agreement. If this Agreement terminates, all responsibilities with regard to continuation of health insurance cease consistent with Federal and State statutes.

e) Retirement Plan. CHARTER HR EDUCATIONAL SERVICES, LLC shall make available to BLACK RIVER a retirement plan pursuant to IRC Section 401(k) for all qualified employees, provided that the current plan sponsored by BLACK RIVER satisfies all applicable non-discrimination testing and other qualification requirements for the three most recent plan years, that BLACK RIVER makes or sees that changes are made to the current plan, and/or appropriate corrective action is taken to bring the plan into lawful compliance prior to merging it into the CHARTER HR EDUCATIONAL SERVICES, LLC plan.

f) Payroll Taxes. CHARTER HR EDUCATIONAL SERVICES, LLC shall report and pay all applicable federal, state and local employee and employer payroll taxes from CHARTER HR EDUCATIONAL SERVICES, LLC's own accounts. CHARTER HR EDUCATIONAL SERVICES, LLC will act as the W-2 employer for record keeping purposes.

g) Payroll Records. CHARTER HR EDUCATIONAL SERVICES, LLC shall maintain and verify all required payroll and benefit records.

h) Policies and Procedures. All payroll, benefit and personnel policies and procedures shall be established by CHARTER HR EDUCATIONAL SERVICES, LLC with input by BLACK RIVER.

i) Worker's Compensation Insurance. CHARTER HR EDUCATIONAL SERVICES, LLC shall maintain Worker's Compensation insurance during the term of this Agreement on all employees assigned to work for BLACK RIVER under this Agreement. Upon written request, CHARTER HR EDUCATIONAL SERVICES, LLC shall provide a Certificate of Insurance verifying coverage of Worker's Compensation insurance.

j) At-Will Employment Relationship. CHARTER HR EDUCATIONAL SERVICES, LLC retains the right to not hire any candidate for employment or terminate with or without cause any employee with written notice to the BLACK RIVER Board President.

k) Implementation and Supervision of Policies and Procedures. During the term of this Agreement, CHARTER HR EDUCATIONAL SERVICES, LLC

shall have the right and authority to implement and supervise personnel policies and procedures relating to the Covered Employees. CHARTER HR EDUCATIONAL SERVICES, LLC shall make good faith reasonable efforts to act in the best interest of BLACK RIVER with regard to its policy and procedure in exercising control over Covered Employees. BLACK RIVER agrees to cooperate and assist CHARTER HR EDUCATIONAL SERVICES, LLC in the implementation and supervision of all such policies and procedures.

l) Hiring, Evaluating, Supervising, Disciplining and Firing. CHARTER HR EDUCATIONAL SERVICES, LLC shall have the ultimate authority and control over hiring, evaluating, supervising, disciplining and firing of Covered Employees consistent with the BLACK RIVER approved budget. BLACK RIVER may recommend termination of the assignment of a Covered Employee to BLACK RIVER, it being understood that CHARTER HR EDUCATIONAL SERVICES, LLC retains full control over all personnel decisions involving Covered Employees, and ultimate authority to resolve and decide employee issues and/or concerns subject to the budgetary limitations established by BLACK RIVER. CHARTER HR EDUCATIONAL SERVICES, LLC shall consult with its Chief Administrator assigned to BLACK RIVER concerning any hiring, evaluating, supervising, disciplining, and firing before formal action is taken. BLACK RIVER Board will have input on the selection and evaluation of the Chief Administrator.

m) On-site Supervision. CHARTER HR EDUCATIONAL SERVICES, LLC shall be responsible for on-site employee supervision directly and through its Chief Administrator assigned to BLACK RIVER. The Chief Administrator will serve as the liaison to the BLACK RIVER Board on employment matters on behalf of CHARTER HR EDUCATIONAL SERVICES, LLC. The Chief Administrator will administer the overall operation of BLACK RIVER and report to the Board on all other operational matters and keep the Board informed of employment related matters. The Chief Administrator shall be the on-site consultant for CHARTER HR EDUCATIONAL SERVICES, LLC and shall assist CHARTER HR EDUCATIONAL SERVICES, LLC with its administrative and personnel responsibilities on BLACK RIVER premises. As to all administrative and personnel matters, the Chief Administrator shall coordinate with and report to designated CHARTER HR EDUCATIONAL SERVICES, LLC managers and officers at CHARTER HR EDUCATIONAL SERVICES, LLC's home office. CHARTER HR EDUCATIONAL SERVICES, LLC, after consulting with the Chief Administrator, shall determine the procedures to be employed by Covered Employees in the day-to-day performance of their job responsibilities. CHARTER HR EDUCATIONAL SERVICES,

LLC shall make good faith reasonable efforts to act in the best interests of BLACK RIVER with regard to BLACK RIVER policy and procedure in exercising control over the Covered Employees. CHARTER HR EDUCATIONAL SERVICES, LLC shall make certain that all appropriate guidelines concerning CHARTER HR EDUCATIONAL SERVICES, LLC's oversight of Covered Employees is followed by said Chief Administrator and that its Chief Administrator shall comply with all CHARTER HR EDUCATIONAL SERVICES, LLC directives dealing with its responsibilities herein above set forth.

2. CHARTER HR EDUCATIONAL SERVICES, LLC Requirements.

a) Compliance with Applicable Criteria. CHARTER HR EDUCATIONAL SERVICES, LLC assumes sole responsibility for assuring that all services set forth in Paragraph 1 provided by CHARTER HR EDUCATIONAL SERVICES, LLC are provided in compliance with and conform to (i) all applicable federal, state and local government laws, rules and regulations, including, but not limited to all civil rights laws, Bullard-Plawecki Employee Right to Know Act, Whistleblower's Protection Act, Fair Labor Standards Act, and Fair Credit Reporting Act; (ii) all pertinent policies of those accrediting agencies from which BLACK RIVER has secured or is seeking accreditation, including but not limited to GVSU and the Michigan Department of Education; and (iii) all other applicable written policies of BLACK RIVER as communicated to CHARTER HR EDUCATIONAL SERVICES, LLC through the Chief Administrator, the Board President or Board minutes. CHARTER HR EDUCATIONAL SERVICES, LLC shall promptly provide to BLACK RIVER, within twenty four hours of receipt, all notices, reports or correspondence from individuals or governmental agencies that assert claims, deficiencies or charges against BLACK RIVER or CHARTER HR EDUCATIONAL SERVICES, LLC that otherwise threaten the suspension, revocation, or any other action adverse to any approval, authorization, certificate, determination, finances, license or permit required or necessary to own or operate BLACK RIVER.

b) Employment Laws. CHARTER HR EDUCATIONAL SERVICES, LLC shall comply with all applicable federal, state and local employment laws. CHARTER HR EDUCATIONAL SERVICES, LLC shall comply with the Fair Labor Standards Act and control all overtime.

c) Records. CHARTER HR EDUCATIONAL SERVICES, LLC shall maintain actual time records and verify the accuracy of all wage hour information

provided to CHARTER HR EDUCATIONAL SERVICES, LLC at the end of each pay period. CHARTER HR EDUCATIONAL SERVICES, LLC shall verify the accuracy of all wage and salary reports which shall be supplied to BLACK RIVER by CHARTER HR EDUCATIONAL SERVICES, LLC at the end of each pay period. BLACK RIVER shall not pay any wages, salaries or other compensation, including employee benefits, to Covered Employees subject to Section 1b above.

3. BLACK RIVER Requirements. BLACK RIVER shall provide the following:

a) Personnel Requirements. Advise CHARTER HR EDUCATIONAL SERVICES, LLC, through the Chief Administrator, of the teachers, instructors, and administrators required by BLACK RIVER, consistent with its approved budget, to perform its mission.

b) Insurance. Maintain casualty and premises liability insurance on all school buildings and premises and to maintain professional liability insurance pertaining to the staff that could result in a claim against BLACK RIVER and name CHARTER HR EDUCATIONAL SERVICES, LLC as an additional insured. CHARTER HR EDUCATIONAL SERVICES, LLC shall have input into the professional liability coverage.

c) Financial Reports. Prepare annual budgets and periodic financial reports as required by GVSU, the School Code, and/or statute or as desired by the Board.

d) Employee Benefits. BLACK RIVER shall provide to CHARTER HR EDUCATIONAL SERVICES, LLC a written statement with regard to all policies concerning employee benefits, if any. These policies shall comply with all federal, state and local governmental laws and regulations.

e) Safety Requirements. BLACK RIVER and CHARTER HR EDUCATIONAL SERVICES, LLC shall comply with all safety, health and work laws, regulations and rules at its own expense. BLACK RIVER and CHARTER HR EDUCATIONAL SERVICES, LLC shall also comply with all safe work practices and use of protective equipment required by federal, state or local law. All accidents involving employees shall be reported immediately to CHARTER HR EDUCATIONAL SERVICES, LLC by the Chief Administrator. BLACK RIVER shall cooperate with CHARTER HR EDUCATIONAL SERVICES, LLC's Worker's Compensation carrier and liability insurance carrier who shall have the right to inspect BLACK RIVER's property.

f) Confidential Information. BLACK RIVER shall be solely responsible for instituting and maintaining safeguards and procedures for personnel handling confidential information, money or other valuables. CHARTER HR EDUCATIONAL SERVICES, LLC may require bonding of such individuals. BLACK RIVER shall give CHARTER HR EDUCATIONAL SERVICES, LLC written notice of such individuals. It shall be the sole responsibility of BLACK RIVER to protect such valuables.

g) Discipline, Layoff, or Termination of Employees. BLACK RIVER agrees to comply with all CHARTER HR EDUCATIONAL SERVICES, LLC personnel directives, both general and specific, regarding the discipline, layoff, or termination of Covered Employees. BLACK RIVER further agrees to immediately notify CHARTER HR EDUCATIONAL SERVICES, LLC of any material change in the current business operations of BLACK RIVER.

h) Personnel Issues. In the event BLACK RIVER becomes dissatisfied with the performance of any individual CHARTER HR EDUCATIONAL SERVICES, LLC employee assigned to BLACK RIVER, CHARTER HR EDUCATIONAL SERVICES, LLC shall be notified, in writing, setting forth the nature of the dissatisfaction, the proposed remedial action, and any specific action requested.

i) Applicant/Employee Background Checks. CHARTER HR EDUCATIONAL SERVICES, LLC, or its designated subcontractor shall be responsible for performing all pre-employment, and any employment related background, license and eligibility review and other screening and investigation required by federal, state or local law, including the Michigan Revised School Code (the "Code"), of all Covered Employees. The results of the screening and investigation will be reported to CHARTER HR EDUCATIONAL SERVICES, LLC which will notify the Board President or his/her designee should there be any action proposed or necessitated by the Board according to applicable statute or if there is a conviction that could result in an issue, including a public relations issue, within the BLACK RIVER community should the information become public. All costs or fees incurred by CHARTER HR EDUCATIONAL SERVICES, LLC in connection with the screening and investigation shall be billed to and paid by BLACK RIVER. The results of the screening and investigation of pre-employment records must be made available for review by the GVSU Charter Schools Office. It is understood that CHARTER HR EDUCATIONAL SERVICES, LLC may choose to assign the applicant and employee background checks

to an employee(s) of CHARTER HR EDUCATIONAL SERVICES, LLC assigned and located at BLACK RIVER.

4. Term of Agreement This Agreement shall commence on January 1, 2011 and continue for a period of thirty months, through June 30, 2013. Either party may cancel this Agreement with or without cause at any time after June 30, 2012 with 90 days prior written notice. If BLACK RIVER and/or CHARTER HR EDUCATIONAL SERVICES, LLC becomes obligated for MPERS or an unexpected fee or tax is instituted, (e.g. State service tax fee) either party may immediately invoke the 90 day termination notice provision at any time during the contract. Termination of this Agreement shall not affect the continuation of the obligations of either party incurred during the term of the Agreement. The parties acknowledge that as part of any contract reauthorization with GVSU, GVSU may require BLACK RIVER and CHARTER HR EDUCATIONAL SERVICES, LLC to submit an entirely new Agreement for review by GVSU.

5. Fees BLACK RIVER shall pay CHARTER HR EDUCATIONAL SERVICES, LLC the following fees for the services rendered under this Agreement:

a) Service Fee A Service Fee shall be charged to BLACK RIVER equal to the total gross pay of all Covered CHARTER HR EDUCATIONAL SERVICES, LLC employees assigned to BLACK RIVER multiplied times .0210 (the Service Fee rate). The Service Fee is calculated without regard to individual limitations on wages for purposes of determining the amount of unemployment taxes. The Service Fee shall be billed once per pay period and due upon receipt with said billing including an itemized, detailed breakdown of all costs, fees and expense (i.e. salary and payroll; FUTA; SUTA; Workers Compensation; FICA, a breakdown of fringe benefits, by benefit; etc. The Service Fee shall be adjusted upon the effective date of any increase or decrease in employee wage rates.

b) Payroll Costs Payroll costs will be charged, in addition to the service fee, equal to Gross Payroll and associated payroll costs including FICA, FUTA, SUTA, Workers Compensation and any additional taxes passed by the State and/or Federal government during the term of this Agreement. All benefits provided per 1.) d. and e. will be billed to BLACK RIVER on a pay period basis. CHARTER HR EDUCATIONAL SERVICES, LLC will provide written notice within 5 business days of receiving notice of an increase to any of the costs other than the service fee costs and include said increase as of the

effective date of the increase however, this provision shall not apply to a change in payroll costs which may vary because of a change in hours worked by employees. BLACK RIVER, at its election, may respond to the written notice of cost increase by issuing notice to cancel effective 90 days after the date of cost increase.

6. Additional Costs, Fees and Expenses. BLACK RIVER shall pay all additional costs or expenses incurred by CHARTER HR EDUCATIONAL SERVICES, LLC that are incidental to the performance of this Agreement and that have prior approval of the Board President or his/her designee. These additional costs, fees or expenses may include, but are not limited to, employee replacement costs, applicant/employee background checks, hiring temporary personnel, substitute teachers, fidelity bonding, and BLACK RIVER approved training programs.

7. Payment of Costs, Fees and Expenses. BLACK RIVER shall execute a Wire Transfer to CHARTER HR EDUCATIONAL SERVICES, LLC at least 48 hours prior to each payroll date, from the designated BLACK RIVER account in an amount equal to the Services Fees, Payroll costs described in Paragraph 5 and Costs, Fees and Expenses described in Paragraph 6 of this Agreement, upon receipt of a detailed billing. If there is any disputed amount to an invoice, the non-disputed amount shall be ratified. If there is a disputed amount, whether ratified by the BLACK RIVER Board or not, the parties shall meet within fourteen (14) days to discuss and attempt to resolve the disputed amount prior to submitting the matter to arbitration as addressed in Paragraph 11. Any errors in payment of costs, fees and expenses will be promptly corrected with the parties acting in good faith and with reasonable efforts.

8. Insurance: The Academy's insurance policies will be in compliance with the M.U.S.I.C. requirements and in accordance with the limits required by GVSU. The Academy will be the first named insured and GVSU will also be named as an additional insured.

a) Vehicle Insurance. BLACK RIVER shall provide liability insurance for any employee of CHARTER HR EDUCATIONAL SERVICES, LLC driving any vehicle during the time of day or work year he/she is assigned to BLACK RIVER by CHARTER HR EDUCATIONAL SERVICES, LLC as permitted by the Board. The policy shall insure against bodily injury and property damage with a minimum combined single limit (CSL) of \$1,000,000. BLACK RIVER shall also provide personal injury protection coverage of \$1,000,000. This coverage will apply up to the limits permitted by the

insurance carrier with thirty (30) days notice of cancellation or material change in such policies.

b) General Liability Insurance. BLACK RIVER shall maintain a comprehensive general liability insurance policy in the amount of \$1,000,000 (CSL) insuring BLACK RIVER against bodily injury and property damage liability caused by BLACK RIVER's premises operations or activities conducted off premises related to operation of BLACK RIVER. The policy shall include blanket contractual liability and personal injury coverage with thirty (30) days written notice of cancellation or material change.

c) Professional Liability Insurance. BLACK RIVER shall provide professional liability insurance, including sexual abuse coverage, in the amount of \$1,000,000. BLACK RIVER shall maintain a Worker's Compensation policy with an "if only" provision.

d) CHARTER HR EDUCATIONAL SERVICES, LLC M.U.S.I.C. Insurance Coverage. CHARTER HR EDUCATIONAL SERVICES, LLC shall maintain a comprehensive general liability, errors & omissions, directors & officers, school leaders errors & omissions, auto liability and employment practices liability insurance policy, each of which will be not less than \$1,000,000.00 as well as any such insurance policy in the amount as required by the Charter Contract and the Michigan Universities Self Insurance Corporation. The policy shall include blanket contractual liability, crime, and personal injury coverage. CHARTER HR EDUCATIONAL SERVICES, LLC shall name BLACK RIVER and GVSU as an additional insured on this policy within thirty (30) days and CHARTER HR EDUCATIONAL SERVICES, LLC shall provide written notice of cancellation or material change. BLACK RIVER, upon receipt of an invoice for the requisite coverage, will reimburse fifty percent (50%) of the cost of this insurance to CHARTER HR EDUCATIONAL SERVICES, LLC each year of this Agreement.

9. Termination of Agreement.

a) This Agreement shall terminate and CHARTER HR EDUCATIONAL SERVICES, LLC shall be relieved of all responsibility under this Agreement as of the ending date of the last payroll period immediately preceding any of the following events:

- i) BLACK RIVER files for bankruptcy or becomes insolvent;
- ii) The facility where employees are engaged in work for BLACK RIVER is closed;
- iii) BLACK RIVER requests a layoff of 25% of the workforce;

- iv) BLACK RIVER and its successors and assigns discontinue operation;
- v) BLACK RIVER meets the definition of a financially distressed business as set forth in the Worker Assistance and Retraining Notification Act.
- vi) BLACK RIVER's Contract with GVSU is discontinued or not renewed.
- vii) Any other reason set forth in this Agreement, including as identified in Paragraph 4 of this Agreement, that constitutes a default under the Agreement or allows CHARTER HR EDUCATIONAL SERVICES, LLC to terminate this Agreement.
- viii) Failure of BLACK RIVER to timely make payment(s) required by this Agreement or reduces the amount invoiced by more than \$5,000.00 of the contested invoice.

b) BLACK RIVER may terminate this Agreement prior to the end of the term specified in Paragraph 4 or in the event that CHARTER HR EDUCATIONAL SERVICES, LLC shall fail to remedy a material breach within 60 days after notice from the Board, provided however that if the nature of the breach is such that the cure cannot be reasonably accomplished within 60 days, then the cure period should be extended so long as CHARTER HR EDUCATIONAL SERVICES, LLC proceeds to cure with reasonable dispatch. Material breach includes, but is not limited to: (1) CHARTER HR EDUCATIONAL SERVICES, LLC's failure to account for its expenditures or to pay its obligations as specifically noted in this agreement (provided funds are available to do so), (2) failure of CHARTER HR EDUCATIONAL SERVICES, LLC to follow policies, procedures, rules, regulations or curriculum duly adopted by the BLACK RIVER Board and communicated to CHARTER HR EDUCATIONAL SERVICES, LLC, provided that such policies, procedures, rules, regulations or curriculum are not inconsistent with the Contract, as amended, this Agreement, or in violation of applicable law, (3) receipt by the Board of unsatisfactory reports from CHARTER HR EDUCATIONAL SERVICES, LLC or from an educational consultant retained by the Board about matters concerning CHARTER HR EDUCATIONAL SERVICES, LLC's performance or the performance of the staff which are not reasonably corrected or explained; or (4) CHARTER HR EDUCATIONAL SERVICES, LLC's failure to abide by all applicable laws in its administration of this Agreement.

c) In the event BLACK RIVER terminates this Agreement pursuant to this Paragraph, BLACK RIVER shall pay all charges due under this Agreement through the last date of services provided by CHARTER HR EDUCATIONAL SERVICES, LLC.

10. Indemnification.

a) CHARTER HR EDUCATIONAL SERVICES, LLC. CHARTER HR EDUCATIONAL SERVICES, LLC shall indemnify and hold GVSU and BLACK RIVER, including its officers, directors, and agents, harmless from any and all claims, including employment related claims by CHARTER HR EDUCATIONAL SERVICES, LLC employees or applicants, administrative determinations, judgments, damages, reimbursements, back pay, penalties, fines, costs or loss, demands, suits, including reasonable attorney's fees or other forms of liability that may arise out of, or by reason of, any noncompliance with any agreements, covenants, warranties, or undertakings of CHARTER HR EDUCATIONAL SERVICES, LLC contained in or made pursuant to this Agreement and any misrepresentation or breach of representations and warranties of CHARTER HR EDUCATIONAL SERVICES, LLC contained in or made pursuant to this Agreement or for wrongful or negligent acts. This indemnification shall include any failure on the part of CHARTER HR EDUCATIONAL SERVICES, LLC that results in violations of federal, state and local laws and regulations. CHARTER HR EDUCATIONAL SERVICES, LLC shall not be responsible to indemnify BLACK RIVER for the acts or omissions of an unlicensed individual that occur when that individual is not under the supervision of a Covered Employee. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to BLACK RIVER and shall be not less than \$1,000,000 per occurrence.

b) BLACK RIVER. BLACK RIVER shall indemnify and hold GVSU and CHARTER HR EDUCATIONAL SERVICES, LLC, including its officers, directors and agents harmless from any and all claims, including employment related claims by BLACK RIVER employees or applicants for employment as a BLACK RIVER employee, administrative determinations, judgments, damages, reimbursements, back pay, penalties, fines, costs or loss, demands, suits, including reasonable attorney's fees or other forms of liability that may arise out of, or by reason of, any noncompliance with any agreements, covenants, warranties, or undertakings of BLACK RIVER contained in or made pursuant to this Agreement and any misrepresentation or breach of representations and warranties of BLACK RIVER contained in or made pursuant to this Agreement or for wrongful or negligent acts. This indemnification shall include any

failure on the part of BLACK RIVER for violations of federal, state and local laws and regulations. BLACK RIVER shall not indemnify CHARTER HR EDUCATIONAL SERVICES, LLC for acts or omissions of an unlicensed individual that may occur when that individual is not under the supervision of BLACK RIVER. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to CHARTER HR EDUCATIONAL SERVICES, LLC and shall be not less than \$1,000,000 per occurrence.

11. Arbitration. In the event of a dispute regarding a breach, alleged breach, validity or interpretation of any provision of this Agreement, both BLACK RIVER and CHARTER HR EDUCATIONAL SERVICES, LLC agree to submit such disputes, except as either party may be seeking injunctive relief, to final and binding arbitration as the sole and exclusive remedy for such disputes. Said disputes shall be submitted to the Michigan Mediation and Arbitration Services ("MMAS") and governed by the Michigan Court Rules and Michigan Arbitration Act.

The arbitration hearing will be held in Allegan County and will be the exclusive remedy for resolving the disagreement. Either party may file for arbitration but must do so with MMAS within one hundred twenty (120) calendar days of the event precipitating the disagreement, or within the applicable statute of limitations, whichever is sooner.

If arbitration is requested by either BLACK RIVER or CHARTER HR EDUCATIONAL SERVICES, LLC, the parties shall be entitled to be represented by attorneys and/or counsel of their choice. The parties shall equally split the filing fee, and any administrative fees or costs assessed by MMAS, regardless of who requests the arbitration. The parties will split the arbitrator's compensation, and each party will pay its own costs and attorney fees in connection with the arbitration, except as those costs and fees may be reallocated by the arbitrator in the award of damages in accordance with this Agreement or the relevant state or federal statute.

If arbitration is requested, the arbitrator shall allow both parties the right to conduct limited and reasonable discovery, which may include depositions, and for a period of time necessary for the parties to reasonably prepare for the arbitration hearing. The arbitrator is authorized to issue subpoenas to summon witnesses.

The arbitrator may award any and all remedies allowable by the cause of action pled in the request for arbitration, including but not limited to equitable relief and money damages. The arbitrator shall issue a written decision, containing his/her findings of fact and conclusions of law. The arbitrator's award will be final and binding on both parties, and may be enforced in a court of competent jurisdiction.

12. Entire Agreement. This document, being executed in multiple and identical counterparts all of which shall constitute part of the Agreement, contain the entire Agreement between the parties with regard to the subject matter of this Agreement. All previous negotiations, statements and preliminary instruments of the parties and their respective representatives are merged into this Agreement. No modification of this Agreement shall be valid or binding unless such modification is in writing, dated and signed by the authorized representative of each party. The conditions of this Agreement extend to and bind the subsidiaries, successors and assigns of each party.

13. Notices. All notices required or permitted by this Agreement shall be in writing and delivered personally or by first class mail, postage prepaid to the address of each party as follows:

BLACK RIVER:
Black River Public School
491 Columbia Ave
Holland, MI 49423

CHARTER HR EDUCATIONAL SERVICES, LLC:
Charter HR Educational Services, LLC
801 Broadway NW, Suite 200
Grand Rapids, MI 49504

With a copy to:

Mr. Errol Goldman
Goldman & Associates, PLC
5253 W. Lakeview Drive
Pentwater, MI 49449

If one of the parties to this Agreement changes his/her or its address, they shall within thirty (30) days notify the other party, in writing, of the new address. Notice shall be deemed received on the date it is delivered or mailed.

14. Responsibility For Performance of Agreement. Each party, their successors and assigns shall be jointly and severally responsible for the performance of their obligations under this Agreement.

15. Severability and Validity. The invalidity or unenforceability of any provision or part of this Agreement shall not affect the validity or enforceability of any other provision or part of this Agreement.

16. Contract Interpretation. The Parties acknowledge that this Agreement and the language contained in this Agreement are the result of negotiations between the

parties and no part of this Agreement shall be construed against either party by virtue of authorship.

17. No Third-Party Rights. This Agreement is intended solely for the benefit of CHARTER HR EDUCATIONAL SERVICES, LLC and BLACK RIVER, and it shall not be construed to create any benefits for or rights in any other person or entity, including employees, students, or their representatives.

18. Waiver of Breach. The waiver by one party to this Agreement of a breach of this Agreement by the other party shall not operate as or be construed as a waiver of any subsequent breach or breaches by the other party.

19. Caption Headings. The captions headings for each provision of this Agreement are not part of this Agreement nor shall they be use to construe the provision more broadly or narrowly then the text would indicate.

20. Necessary Documents. The parties shall execute all necessary documents required to carry out the terms and intent of this Agreement.

21. Governing Law. The Agreement shall be construed under the law of the State of Michigan.

22. Counterparts. This Agreement may be executed in identical counterparts, each of which shall be deemed an original.

23. Assignment. The Agreement may not be assigned by either party without the written consent of the other party, prior approval of the BLACK RIVER Board, except that CHARTER HR EDUCATIONAL SERVICES, LLC may assign its rights and duties to an entity within the CHARTER HR EDUCATIONAL SERVICES, LLC organization upon 60 days' written notice to the BLACK RIVER Board and provided the BLACK RIVER Board approves said assignment.

24. BLACK RIVER Board's Constitutional Duty. No provision of this Agreement shall or is intended to interfere with the BLACK RIVER Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of BLACK RIVER as provided under Michigan law. This Agreement does not prohibit the BLACK RIVER Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

25. Governmental Immunity. No provision of this Agreement is intended to restrict the BLACK RIVER Board from waiving or requiring it to assert its governmental immunity. Nothing in this paragraph shall prohibit CHARTER HR EDUCATIONAL SERVICES, LLC from asserting any defense that may be available to it under this Agreement or under Michigan law. BLACK RIVER shall not waive or assert any rights

to the sole detriment of CHARTER HR EDUCATIONAL SERVICES, LLC related to BLACK RIVER's obligations to CHARTER HR EDUCATIONAL SERVICES, LLC under this agreement unless said actions are the result of an alleged breach of this Agreement by CHARTER HR EDUCATIONAL SERVICES, LLC.

26. Financial, Educational, and Student Records. Financial, educational, and student records pertaining to BLACK RIVER are BLACK RIVER property, and such records may be subject to the provisions of the Michigan Freedom of Information Act. All BLACK RIVER records shall be physically or electronically available, upon request, at BLACK RIVER's physical facilities and shall be kept in accordance with applicable state and federal requirements. Except as permitted under applicable law, CHARTER HR EDUCATIONAL SERVICES, LLC shall not restrict the authorizer's, the public's, or the independent auditor's access to BLACK RIVER's records consistent with applicable statutes.

27. Independent Auditor. CHARTER HR EDUCATIONAL SERVICES, LLC shall not select or designate the independent auditor, accounting firm or legal counsel for BLACK RIVER. All finance and other records of CHARTER HR EDUCATIONAL SERVICES, LLC relating to BLACK RIVER will be made available to BLACK RIVER's independent auditor at the request of BLACK RIVER or the auditor.

28. Procurement of Equipment, Materials, and Supplies. If CHARTER HR EDUCATIONAL SERVICES, LLC procures equipment, materials, and supplies at the request of or on behalf of BLACK RIVER, CHARTER HR EDUCATIONAL SERVICES, LLC shall not include any added fees or charges with the cost of the equipment, materials, and supplies purchased from third parties. Any equipment, materials, or supplies purchased by CHARTER HR EDUCATIONAL SERVICES, LLC on behalf of or as the agent of BLACK RIVER are the property of BLACK RIVER. When making a purchase on behalf of or as agent of BLACK RIVER, CHARTER HR EDUCATIONAL SERVICES, LLC shall comply with Section 1274 of the Code as if BLACK RIVER were making a purchase directly from a third party.

29. BLACK RIVER Proprietary Rights. BLACK RIVER owns all proprietary rights to curriculum or educational materials that:

- a) are both directly developed and paid for by BLACK RIVER;
- b) were developed by CHARTER HR EDUCATIONAL SERVICES, LLC at the direction of the BLACK RIVER Board with BLACK RIVER funds dedicated for the specific purpose of developing such curriculum or educational materials.

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All educational materials and teaching techniques used by BLACK RIVER may be subject to disclosure under the Revised School Code and the Freedom of Information Act.

30. CHARTER HR EDUCATIONAL SERVICES, LLC Proprietary Rights. CHARTER HR EDUCATIONAL SERVICES, LLC owns all proprietary rights over curriculum, educational or BLACK RIVER management materials:

a) previously developed or copyrighted by CHARTER HR EDUCATIONAL SERVICES, LLC or

b) curriculum, educational or BLACK RIVER management materials that are developed by CHARTER HR EDUCATIONAL SERVICES, LLC funds for BLACK RIVER or

c) materials that are not otherwise dedicated for the specific purpose of developing BLACK RIVER curriculum, educational or BLACK RIVER management materials.

All educational materials and teaching techniques used by BLACK RIVER are subject to disclosure under the Code and the Freedom of Information Act.

31. Employment Liability. CHARTER HR EDUCATIONAL SERVICES, LLC is the employer of record for employee compensation, collection of payroll taxes and withholdings, worker's compensation and unemployment liability and payment of benefits, all of which are set forth in this Agreement.

32. Marketing and Development. Should CHARTER HR EDUCATIONAL SERVICES, LLC provide marketing and development services to BLACK RIVER, the cost paid by or charged to BLACK RIVER shall be limited to those costs specific to the BLACK RIVER program and shall not include any costs for the marketing and development of CHARTER HR EDUCATIONAL SERVICES, LLC.

33. Compliance with GVSU Contract. BLACK RIVER and CHARTER HR EDUCATIONAL SERVICES, LLC intend for this Agreement to comply with the Contract issued by GVSU to BLACK RIVER and the Education Service Provider Policies issued by GVSU's Charter Schools Office. To the extent any provision of this Agreement is inconsistent with the Contract or Policies, that provision is invalid and the Contract and Policies shall govern. Any additional costs of compliance because of changes mandated by GVSU will be borne by BLACK RIVER and subject to CHARTER HR EDUCATIONAL SERVICES, LLC's ability to perform. If the additional costs are deemed excessive by the BLACK RIVER Board, and the matter cannot be resolved, it may opt out of this Agreement by giving 90 days written notice.

This Agreement is executed as of the date first written above.

Black River Public School

By: Ruth A. Crouch
Its President – Ruth A. Crouch

CHARTER HR EDUCATIONAL SERVICES, LLC

By: Daniel S. Barcheski
Its President – Daniel S. Barcheski

Black River3

1/10/2011

SCHEDULE 7

ACADEMY SPECIFIC INFORMATION & EDUCATIONAL PROGRAM

SCHEDULE 7-1

EDUCATIONAL GOALS AND PROGRAMS

SCHEDULE 7-1

EDUCATIONAL GOALS

Standards for Schools Serving from Kindergarten to Eighth Grade:

Standard #1: On the average of all MEAP tests administered or successor state test administered, the public school academy will meet or exceed the performance of its select peer district. A select peer district is the school district Grand Valley State University identifies as a reasonable comparison district for the public school academy.

Standard #2: On the average of all MEAP tests or successor state test administered, the public school academy will meet or exceed the performance of its compositional peer district. The comparison scores for the compositional peer district are populated by the weighted total of MEAP scores from those districts in which the PSA's students physically reside.

Standard #3: The public school academy will not average more than one-half a standard deviation below GVSU's MEAP or successor state test/Free-Reduced Lunch regression model for all grades and subjects included in the model.

Standard #4: The Fall to Spring growth rate of each grade and subject for which the administered nationally norm-referenced test is designed will fall at the fiftieth percentile or higher.

Standards for Schools Serving Students from Ninth to Twelfth Grade:

Standard #1: The public school academy will meet or exceed the performance of its select peer district's ACT composite or successor state test performance. A select peer district is the school district Grand Valley State University identifies as a reasonable comparison district for the public school academy.

Standard #2: The public school academy will not average more than one-half a standard deviation below GVSU's ACT or successor state assessment/Free-Reduced Lunch regression model for all grades and subjects included in the model.

Standard #3: The public school academy will meet or exceed its select peer district's four-year adjusted cohort graduation rate. A select peer district is the school district Grand Valley State University identifies as a reasonable comparison district for the public school academy.

Standard #4: The public school academy will meet or exceed its select peer district's annual percent daily attendance for all grades as recorded by the MDE. A select peer

district is the school district Grand Valley State University identifies as a reasonable comparison district for the public school academy.

Date: 4-12-11

Ruth A. Crouch
Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Black River Board of Directors at a properly noticed open meeting held on the 12th day of April, 2011, at which a quorum was present.

Ruth A. Crouch
Board Secretary

SCHEDULE 7-2

CURRICULUM

Curriculum Directory

English

6TH-GRADE ENGLISH (1 YEAR): The 6th-grade English students at Black River Public School focus strongly in three areas: literature, composition and grammar. Some of the literature is African based and designed to foster, through an historical context and perspective, a sense of cultural empathy. The work on composition throughout the year is an endeavor designed to develop the students' abilities to construct sentences and paragraphs—even essays—both expressively and coherently; accordingly, grammar is studied and practiced throughout the year.

This course introduced students to the continent of Africa. Through selected folktales, short stories and Chinua Achebe's *Things Fall Apart*, the students are introduced to the cultural climate of Africa, past and present. During fall semester, students take a close look at the pagan tribal culture—its government and religion, people and practices. To synthesize this material—and to practice expository mechanics and style—students create their own thirty-page story, mimicking thematically Achebe's seminal work. The sixth grade students end the semester with a critical examination of the emergence of slavery; through several written accounts and the terrific book *The Slave Dancer*, the students will experience the degradation of the middle passage and subsequent arrival in North America.

In addition to reading and writing creatively, students study the parts of speech, punctuation and simple grammar. This is done daily as repetition strengthens understanding. And at the end of each grammar lesson, students compose paragraphs in which they demonstrate their ability to use correct grammar both mechanically and coherently.

7TH-GRADE ENGLISH (1 YEAR): This course begins its study of the Far East in ancient India, reading excerpts from *The Mahabharata* and *Bhatta Ssomadeva*, and comparing the religions, relationships between men and women, attitudes toward work, and gender roles of Indian culture with our own western culture. The focus of the course shifts to modern India, as students focus on having productive book discussions in small groups as they read Kamala Markandaya's *Nectar in a Sieve* and Rudyard Kipling's allegory *Mowgli Stories* from *The Jungle Book*, followed by several short stories by contemporary Indian writers. Students learn to write a formal response to literature which includes making connections between novel and historical events and other texts they've read, and using a quote to support a theme in the text. The focus in this last half of the semester is the impact of—and the ways in which writers represent differing views on—British imperialism of Indians past and present.

Students are required to read, on their own, ten age-appropriate novels of their choosing, and to publish one piece of creative writing this semester. Notes from mini-lessons on the craft of writing, grammar—especially the parts of the sentence, subject/verb agreement, noun, and adjective and adverb clauses—and increasing reading comprehension, are kept in a reading/writing handbook to which students write an introduction and table of contents at the end of the semester.

8TH-GRADE ENGLISH (1 YEAR): This focus for the semester is ancient Greece and Rome, beginning with the poetry of Sappho. Students write scripts for and perform readers' theatre of Greek mythology. Students read excerpts from Homer's epic poem, *The Odyssey*. The writing for this part of the course focuses on prose writing and memoir. Students read Shakespeare's *Julius Caesar* and *Lord of the Flies* by William Golding for their shared themes of leadership, friendship, and death, and write formal responses to literature that closely analyze, and compare and contrast, those themes.

Students are required to read, on their own, ten age-appropriate novels of their choosing, and to publish one piece of creative writing this semester. Notes from mini-lessons on the craft of writing, grammar—especially correct use of punctuation, modifiers, and sentence variety—and increasing reading comprehension are kept in a reading/writing handbook to which students write an introduction and table of contents at the end of the semester.

9TH-GRADE ENGLISH (1 YEAR): The focus of 9th-grade English is on the Americas. Students will read both North American and South American writers and poets. Topics that will be covered in conjunction with the history curriculum include the discovery of America and the emergence of the Cold War. Students in 1997-1998 read Shakespeare's *The Tempest* to gain a greater understanding of the contemporary

European perspective on colonialism. Other dramas include *1776* and *Inherit the Wind*. Novels include *A Separate Peace* and *Catcher in the Rye*. Students will also read various short stories by South American authors such as Isabelle Allende, Gabriel Garcia Marquez and Sandra Cisernos. Students will also continue a formal study of grammar and vocabulary. Students will continue to use the program, *Vocabulary from Classical Roots* and will learn Greek and Latin roots of words along with a weekly vocabulary list.

9TH-GRADE HONORS ENGLISH (1 YEAR):

10TH-GRADE ENGLISH (1 YEAR): The study of 20th-century global issues is the main focus of our 10th-grade curriculum. As an interdisciplinary course, we will focus on historical events, past and contemporary, which have shaped the culture surrounding us. By equipping students with writing, reading, and oral communication skills, we hope to make them knowledgeable citizens of the world as we move into the next millenium. Within the curriculum during the second semester, they will also be responsible to write a formal research paper concerning this century. We hope our 10th graders will connect History with events occurring around them as they link literature, societal norms, and historical texts.

10TH-GRADE HONORS ENGLISH, "TWENTIETH CENTURY GLOBAL ISSUES" (FALL SEMESTER): This course introduces students to the events that shaped the twentieth century. Through literature, students encounter peoples and places, ideas and actions that were of consequence, related through the century's greatest literature. Beginning with the American Industrial Revolution, students entrench themselves in the world wars, study the Great Depression, and the post-war anxiety of the western world.

Each student is responsible for numerous response papers and essays; moreover, poetry is read and written at length, to foster a confidence in using and manipulating languages effectively (each student will showcase work during our reading night in December). Additionally, each student is asked to offer a twenty-minute presentation on a chapter of an assigned novel. The final grade for this course is determined by the semester's performance in reading, writing papers, contributing to classroom discussion and homework evaluation.

Fall semester texts include Frank Norris' *McTeague*, Steinbeck's *Of Mice and Men*, Orwell's *Animal Farm*, Albert Camus' *The Plague* and Ishiguro's *The Remains of the Day*.

11TH-GRADE ENGLISH: AMERICAN LITERATURE (1 SEMESTER): This course exposes students to the literature of the twentieth century. The works we read challenge students to interpret the state of our country in this century and how our country is evolving in today's society. They are asked to interpret and give opinions about the characters and situations that make up so-called American society today. Through these interpretations and discussions, the students are challenged to think about America socially, economically, technologically, and personally. The works the students have interpreted include William Gibson's *Idoru*, David Foster Wallace's *Getting Away From Already Pretty Much Being Away From It All*, Tom Wolfe's *Bonfire of the Vanities* and *A Man in Full*, Michael Crichton's *Rising Sun*, and Kurt Vonnegut's *Slapstick*. All of these works paint a picture of America, and the students discuss and interpret that picture and provide insight into the continual growth and growing pains of what it is, today, to be an American.

To complement their reading, students work on their own fiction, paying close attention to the detail they put into their work, the conversations and soliloquies their characters engage in, and the cause and effect of decisions made by their characters. In these very rigorous and personal pieces, students are challenged to put their own thoughts up to critical interpretation and opinion as they extol on what it means to be an American growing up around the change in milleniums.

As with any literature course, what is taught in here crosses over to many subject matters the students will be involved in over their academic careers. The ability to write and critique clearly is a skill that is necessary in science and other humanities classes they take. Those writing and critiquing skills are worked on rigorously throughout the semester they take American literature. Most specifically, the ability to critique any era in American history is challenged, as the students will have to put into historical and sociological context the literature they are reading. Furthermore, as the students learn about anything technological in the literature they read, that knowledge will cross over into the science and art classes they will take. The knowledge they take from this class, from the mechanics in writing to the abstract in thinking, will cross over into almost every academic class they will encounter.

The reading list and expectations for success in this class have been rigorously debated and discussed among the English faculty. With the mechanics and abstracts they are challenged to work on in this class, it should bolster their success in the writing and critiquing skills on the 11th grade MEAP Reading and Writing examinations. Furthermore, their success on the SAT, ACT, and writing out college applications should rise. The work they will be challenged to do mirrors the kind of writing and critiquing skills necessary to be successful in the workforce. If they can do the required reading, writing, and critiquing in this class, they are that much more prepared for any reading, writing, and critiquing they will face in the future.

During spring semester, the students are challenged to understand how the birth and early growth of America contributed to the way America is today. The students read a wide variety of literature, starting at Christopher Columbus and working their way through to immediate post World War II works. Students continue to interpret and opine about the state of America as it grows up and are challenged to ask if the literature they read reflects America's growth or possible devolution. The works the students have interpreted include the writings of Christopher Columbus, Anne Bradstreet, Phillis Wheatley, James Fenimore Cooper, Ralph Waldo Emerson, Edgar Allan Poe, Margaret Fuller, Frederick Douglass, Walt Whitman, Emily Dickinson, Ambrose Bierce, Kate Chopin, Booker T. Washington, WEB DuBois, Jack Kerouac, and Sylvia Plath.

To complement their reading, the students are challenged to teach about their own author. Students pick one author in American literature, pore through their representative works, and provide their classmates with works and their own interpretations of the author's literature. The student is challenged to lead class discussions, assign readings, and grade the homework they have assigned. In this way, not only do students become experts on different authors, but they also become experts on the historical context that influenced that author's work. In all of the work students do for this class, they are exposing themselves to the intricacies of this home we call America—how it was born, how it has grown up, and how it will continue to mature and evolve as the country changes and reacts to what is happening around it.

Just like in the first semester, the skills the students work on in here cross over into any subject matter they will encounter in their academic careers. The emphasis placed on presentations and research for those presentations are necessary for any kind of public speaking, be it informal or formal, they will do in their lifetimes. Furthermore, the continual emphasis on writing clearly, reading thoroughly, and critiquing thoughtfully will continue to be factors in any class they take.

Again, just as in the first semester, their ability to be successful on state standard and national standard tests should rise as they are immersed in the reading and writing they do in this semester of American literature. Being able to understand literature from as many contexts as possible broadens students' minds and gives them a number of approaches to answering test questions successfully. Furthermore, the presentations they work on are another step for potential successes in interviews. By being able to speak clearly and thoughtfully, they will have yet another skill necessary for success in future academics or the workforce.

ADVANCED PLACEMENT: ENGLISH LANGUAGE AND COMPOSITION (1 YEAR), *permission of instructor*: This course is a challenging reading and writing class; there is constant reading and writing homework. Students who elect this class are expected to take the English Language Advanced Placement Exam in May. This class will read U.S. literature (though not exclusively), in order to be interdisciplinary with Advanced Placement U.S. History. In mid-September, the class may travel to Stratford, Ontario, to see two plays that are discussed in class. The course will read all genres of literature: novels and plays as well as essays.

12TH-GRADE ENGLISH: TOPICS IN WORLD LITERATURE (1 YEAR): In this course, the students will gain exposure to the literature that exists around the globe. Through this exposure and immersion, not only will students understand that great literature can exist on every continent, but more importantly they will get new and varied pictures of the human condition in their studies. Works from countries as varied as Brazil, Nigeria, Denmark, Australia, and Japan will expose students to the human condition around the world. Not only will they gain an understanding of the differences that make our planet a rich and colorful place, but they will also be challenged to understand and opine about the similarities that run through all human beings. Their work, based on the interpretations of the works we read and also their own creative and professorial work, will challenge them to see different perspectives of the human condition around the globe and will also force them to analyze their own role in humanity.

The work they will do includes reading and interpreting the representative works of the different nations, writing about their own personal interpretation of the human condition in various short stories, and teaching about a nation and how their literature is a reflection of the state of that nation. Throughout all the work the students do, they will be challenged to think about the world not as a strange place, but as a place where, even though the customs and language may be unfamiliar, the plight and challenge of being human is not unfamiliar.

The skills that they will use in this class are part of a continual refining and honing process, as their abilities to write, think, read, and speak with clarity and care will be challenged. What they learn in this class will continue to help them with other classes they choose to take. From science to art to history to math, the abilities they are challenged to work on in world literature will be used in any forum, as students will always need to be able to write and communicate effectively.

Their ability to be successful on state standard and national standard tests should rise as they are immersed in the reading and writing they do in world literature. Being able to understand literature from as many contexts and countries as possible broadens students' minds and gives them a number of approaches to answering test questions successfully. Furthermore, any presentations they work on are another step for potential successes in interviews. By being able to speak clearly and thoughtfully, they will have yet another skill necessary for success in future academics or the workforce.

ADVANCED PLACEMENT: ENGLISH LITERATURE AND COMPOSITION (1 YEAR), *permission of instructor*: This course is designed to expose students to the world's great literature and its relevant themes and cultural contexts. As this is a course in which ability to analyze prose and poetry will be evaluated in March through the national Advanced Placement examination, the course is geared to develop the students' analytical skills. Accordingly, the literature read will develop a common and evolving theme: The separation of self and society.

Each student is responsible for several essays in which character and conflict, theme and text are analyzed critically. Additionally, several in-class, timed response papers are assigned, to familiarize students with the testing environment they will encounter in May. Lastly, each student is responsible for two thirty-minute presentations.

This course prepares students for the Advanced Placement Examination in English Literature in May. The examination tests the student's ability to read selected poems and prose passages analytically and to write critical or analytical essays based on poems, prose passages, and complete novels or plays. The three-hour examination covers essentially a year of introductory college English and includes 60 minutes of multiple-choice questions and 120 minutes for three essay questions.

Fall semester texts include Kafka's *The Metamorphosis*, Dostoevsky's *Notes from the Underground*, Chopin's *The Awakening*, Conrad's *Heart of Darkness* and Greene's *A Burnt-Out Case*.

History

Middle School Curriculum

At Black River Public School, Middle School students enroll in History courses that explore material on a global scale. 6th-grade students focus on the regions and cultures of Africa and the Middle East, 7th-grade students Asia, and 8th-grade students Early Europe.

Although the term "History" indicates a specific subject area curriculum, History instructors identify various categories for classifying content standards: historical, geographic, civic, cultural, and economic perspectives; inquiry; public discourse and decision making; and citizen involvement. In each course, instructors and students will study a particular region of the world through analyses of the mentioned perspectives. History instructors work with instructors in other disciplines (English, the Arts, foreign language) so students recognize interdisciplinary relationships among various subjects.

6TH-GRADE HISTORY OF AFRICA AND THE MIDDLE EAST (1 YEAR): The purpose of this course is to familiarize students with Africa and the Middle East. Students will become familiar with Africa through a survey of continental geography and the telling of folk tales. A rigorous study of its history will follow, concluding at the end of the first semester. The second semester will focus on aspects of culture, such as literature, art, and cuisine, and relevant current issues such as wildlife endangerment. A more brief study of the Middle East will follow, with emphasis on the early civilizations of the region, the development of the great monotheistic religions, and examination of germane current events. The course will involve the reading of short fiction and some primary and secondary source material. Periodic tests, written reflections, and discussions will reinforce the subject matter.

7TH-GRADE HISTORY OF ASIA (1 YEAR): The largest continent in area, containing nearly half of the world's people, all the major world religions, and the oldest civilization on earth, Asia is inextricably linked to our own history and culture. This course is a comprehensive introduction to the history, geography, people, and culture of South Asia, East Asia, and Southeast Asia. By studying geographic regions of Asia from the earliest civilizations to the present, the lifestyles, values, and religions of the people, and the artistic achievements of these cultures, students seek a balanced understanding of events both past and present.

To gain this understanding, students will use many lenses to view these regions. These include text, news, literature, film, lecture, discussion, field trips, personal contact, and many others. Each student will be expected to present a profile of one Asian country, and also an event in the current news from the area they are studying. For each region, the students view and discuss both a film and documentary about either a period in the region's history, or a particular event or person. Previous selections include: *Gandhi*, *Pardes*, *The Last Emperor*, *To Live*, *Kagemusha*, *Hidden Fortress*, and *Behind the Bamboo Curtain*. During each unit, students also read and analyze both novels and stories from each region in their English classes. Comprehension of course material will be based on student performance on examinations, quizzes, reading assignments, writing assignments, and class discussions.

8TH-GRADE HISTORY OF EARLY EUROPE (1 YEAR): As Americans we are culturally indebted to European history, art, and ideas. This course offers students an overview of European history from ancient Greece through the French Revolution, with an emphasis on how each culture and time period contributed to the development of our American identity and republic. This course includes units on ancient Greece, Rome, the Middle Ages, the Renaissance and Reformation, the Age of Absolutism, the Enlightenment, and the French Revolution.

This course explores each historical period and a myriad of themes through text, literature, film, documentary, lecture, discussion, student or guest presentations, field trips, and the like. Students in past years have read, viewed, and discussed Homer's *Iliad*, Plato's "Allegory of the Cave," Shakespeare's *Julius Caesar*, Kubrik's *Spartacus*, Anouilh's *Becket*, *Cromwell*, and *The Scarlet Pimpernel*. Students will be evaluated via a combination of reading assignments, writing assignments, quizzes and examinations, projects, and presentations.

During the course, students will be introduced to several ideas that became foundational American ideas. These include democracy, republic, the rule of law, trial by jury, balance of power, free market, liberty, and several more.

Upper School Curriculum

At Black River Public School, Upper School students enroll in History courses that explore material in many areas. 9th-grade students focus on the regions and cultures of the Americas, 10th-grade students twentieth-century global issues and government, 11th-grade students the United States, and 12th-grade students European history and culture. Upper School also offers the following courses for students to pursue the opportunity of earning college credit before entering college: "Advanced Placement History: the United States" and "Advanced Placement History: European History."

Although the term "History" indicates a specific subject area curriculum, History instructors identify various categories for classifying content standards: historical, geographic, civic, cultural, and economic perspectives; inquiry; public discourse and decision making; and citizen involvement. In each course, instructors and students will study a particular region of the world or time period through analyses of the mentioned perspectives. History instructors work closely with instructors in other disciplines (English, the Arts, foreign languages) so students recognize interdisciplinary relationships among various subjects.

The Michigan Education Assessment Program (MEAP) High School Test in Social Studies will cover topics in United States history since 1815, geographic and environmental implications of global issues and events, American government and world affairs, and the United States and international economic systems. Students who follow the Black River Public School History curriculum should be in a favorable position to perform well on the state proficiency test.

9TH-GRADE HISTORY OF THE AMERICAS (1 YEAR): This course will focus on the history of North and South America from pre-Columbian civilizations to the present. The methodology will be chronological and will focus on methods of historical learning such as causation and historiography. Curricular foci will include the rich tradition of Native American civilizations, the worldwide effects of the Colombian Exchange, and the development of modern social structures from the colonial experience. Students will be given opportunities to focus on topics of personal interest through written assignments and presentations.

Focus on the following strands for social studies from the *Michigan Curriculum Framework* will be included: chronology—events are noted as a sequence of events with cause and effect connections seen between events; use of primary and secondary sources will be understood; geography—the effects of geography on movement of people will be noted; the effects of geography on development of different cultures are presented; government—the ideology of enlightenment, how it originated, and role on independence movements are cited; economics—the economic effects of trade with the Americas is noted; the effect on government and culture is seen because of economic status. Finally students learn research methods and the basic formula for historical writing of judgements, or opinions, and supporting that judgement with evidence.

9TH-GRADE HONORS HISTORY (1 YEAR):

10TH-GRADE GLOBAL HISTORY OF THE TWENTIETH CENTURY (1 SEMESTER): This semester course introduces 10th-grade students to historical developments throughout the world, with examination of the geographic, political, social, religious, economic, literary and artistic aspects of various cultures. This semester course focuses on various topics, involving World War I and II, the Cold War, the Suez Crisis, environmental concerns, the Korean War, the Vietnam War, and Middle East conflicts. In addition to consulting a survey text, students will analyze primary source documents that delineate important features of global cultures. Students will learn how to present a scholarly research paper, with attention given to proper citation. This course, along with other courses in the Humanities taken later in the program of study, will prepare students for Advanced Placement Examinations in United States and European history given during the student's senior year.

10TH-GRADE STUDIES IN GOVERNMENT (1 SEMESTER): This semester course, required by the State of Michigan for High School graduation, analyzes the federal government system, parliamentary systems, conduct of citizens, practices of government, core democratic values, the United States political systems, United States influence throughout the world, the United States Presidential system, diversity in United States life, political behavior, civic courts, amendments, criminal courts, foreign policy, and branches of government. Organizing questions include: What are civic life, politics, and government? What are the foundations of the United States political system? How are the values and principles of United States constitutional democracy embodied in the government established by the Constitution? What is the relationship of United States politics and government to world affairs? What are the roles of the citizen in United States democracy?

11TH-GRADE HISTORY OF THE UNITED STATES (1 YEAR): Students in this course will trace the development of United States history, with special attention given to development of a unique United States mindset. The class will coordinate closely with the parallel English course to give students a more rounded sense of cultural development. Current events will be studied with an eye toward the role we are making for ourselves in history. A text will be used, but discussion and lecture will dominate the class' time.

ADVANCED PLACEMENT: UNITED STATES' HISTORY (1 YEAR), *permission of instructor*: This course will strive to guide students not only in their understanding of United States history, but also of methods of historical analysis. To this end, it will emphasize both the linear development of history and common themes which resonate throughout. Students will use a narrative text, supplemented by an array of primary sources. The curriculum will offer a rounded approach, considering the arts, literature, and popular thought, as well as political and military events. Periodic tests and research projects will monitor students' understanding and allow for greater examination of topics of personal interest. Students in this class are expected to take the U.S. History Advanced Placement Examination in May.

12TH-GRADE HISTORY, SOCIAL STUDIES CAPSTONE (1 YEAR): During fall semester, this course focuses on the use of the universal social studies disciplines. Core issues that have remained the same throughout history will be examined. These issues will be looked at in an international context. Examples in the first semester are: "People and their relations with the environment," "Technology: a blessing or a curse?" and "What are the goals of education?" In the course of these examinations into core issues, students learn the use of social studies skills and writing historical essay. The primary methodology used will be discussion and debate of various opinions and perspectives. From that exposure, students form their own opinions and share them in written essay format. Students also demonstrate knowledge of geography throughout the course.

ADVANCED PLACEMENT: EUROPEAN HISTORY (1 YEAR), *permission of instructor*: In addition to providing a basic narrative of events and movements, the goals of this course are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing. Periodic tests and research projects will monitor students' understanding and allow for greater examination of topics of personal interest. Students in this class are expected to take the European History Advanced Placement Examination in May.

Science

6TH-GRADE EARTH SCIENCE (1 YEAR): This course begins by introducing students to the fundamental basics of laboratory safety. Students learn basic information about the scientific method, dimensional analysis, branches of science, and measurement. The tools the students learn in the first part of the semester are materials their future science teachers will expect that they have mastered at this level. During the semester, students focus on performing laboratory experiments to help solidify both the scientific method and measurement. These experiments allow the students to have a hands-on approach to learning. After the students have some basic information down, we proceed with the typical earth science material. The students spend time learning about weather, climate and biomes. Students are involved with taking conventional tests as well as putting together projects in this unit. Homework assignments range from knowledge and comprehension questions to drawing their interpretations of diagrams in the text to working on their own original drawings to depict specific weather happening. When the weather unit is finished, the students spend time learning the appropriate definition of evolution. We talk about how fossil evidence shows that things have changed or adapted over time. This definition of evolution ("changes over time") will also be used in their biology course in ninth grade. After talking about the different eras in earth's history, the students are able to pick and research a dinosaur. Using the information they find, students must create a visual and write an informational paper about that dinosaur.

Students are expected to complete homework and study diligently for tests. Students who enter this course do not typically have any formal science testing background. This section serves as their introduction to being accountable for information. The students are given explicit reviews at the end of each unit and are given a test over appropriately grouped material—usually 2-3 chapters. For many students this is a rigorous part of the class because some struggle with the amount of material of which the instructor holds them accountable. As the semester progresses, they learn both how to study and use strategies for their own studies. Evaluation is based on homework, class work, test and lab scores. This class meets requirements for the Michigan Educational Guidelines for Science Education. This material also prepares the student for the scientific reasoning component necessary to be successful on conventional standardized tests.

7TH-GRADE LIFE SCIENCE (1 YEAR): This course is a prelude to the biology course Black River Public School offers as part of the ninth-grade curriculum. This course has a large focus on labs and hands-on materials. Students begin this course by focusing on cells. The text begins by focusing on some early history on the discovery of cells. Once the students understand how the first cells were discovered, they are ready to move on to the complexity of the inner workings of the cell. They learn the basic structure and function of both plant and animal cells. Students also learn how cells divide and make more cells in plants and animals. Once this text is finished, students focus on monk Gregor Mendel and learn how he discovered some early genetic traits. From his experiments, students perform labs on their own trying to figure out the probability of different genetic matches. Students record this information in the form of Punnett squares, which integrate and build with the sixth-grade probability text. After time is spent talking about "normal" genetics, the students focus on genetics gone wrong. Students look at cellular mutations and how those mutations affect the overall organism. Once they understand how things can sometimes go awry in genetics, they are ready to talk about human genetics. We spend time focusing on how humans inherit traits from each other as well as how things are different from plants to humans. The students are also able to type their own blood in an effort to show a co-dominant characteristic found in their system. After the genetics text, the students begin the health and human body text. They look at nutrition, organ systems and what effect foreign substances have on their body systems. Students will be involved in animal organ dissections in order to place understanding behind the knowledge of human organs. They will dissect hearts, eyes, spinal cords, stomachs, lungs and kidneys. These dissections will allow the students to experience the organ systems in a real setting. Alternative arrangements may be made for students who cannot tolerate the dissection, but each student must attempt the dissections.

This course has a variety of hands-on activities. Students are graded on their overall participation and quality of work during these hands-on class periods as well as on their overall written work and comprehension. As the student continues to grow, more is expected from the overall performance. The last dissection should be much better than the first. Students are also evaluated with conventional tests from each text except the health text. For evaluation of the health text, students will be given a series of short quizzes to determine their mastery of material.

This class is essential for students to be prepared to take the Black River Public School high school biology course. Faculty teaching biology assumes the students have both exposure and mastery of this material. This course meets the guidelines for the Michigan Educational Guidelines for Science Education. This material also prepares the student for the scientific reasoning component necessary to be successful on the traditional standardized tests.

7TH-GRADE PHYSICAL WELLNESS (1 SEMESTER):

8TH-GRADE PHYSICAL SCIENCE (1 YEAR): This class introduces students to the basics of physics and engineering. Topics covered include mechanics, motion, forces, energy, city planning, sound, light, and optics. The class involves a variety of ways to learn new material. These include lecture and discussion, a variety of labs, group work for problem-solving and brainstorming, and a number of opportunities for the students to teach themselves, learning how to set up and deliver a strong presentation on different scientific principles. Students should be prepared to tackle a variety of subject matter and be ready to add their own opinions to class.

ANIMAL ORGAN DISSECTIONS (1 SEMESTER):

MIDDLE SCHOOL ECOLOGY (1 SEMESTER): This elective science course serves as an introduction to the outdoor world and its diverse inter-connective relationships. Throughout the semester the students take part in several field research projects including tree analysis, water quality studies, habitat assessment, and predator vs. prey relationship modeling. The students will also be expected to create a poster on an animal of their choice, researching several different aspects of the organism's life. This class is designed to get the students involved in the outdoor sciences from a hands-on approach.

9TH-GRADE BIOLOGY (1 YEAR): The goal of Biology at Black River Public School is to provide each student with a broad range of essential information needed to understand the many concepts, philosophies and processes related to the Life Sciences. Through methods such as lecture, whole class discussion, small group participation, projects, and laboratory experiences, each student will be challenged to contribute their best performance on a challenging National Science Standards based curriculum. The first semester of the class will consist of an outdoor field study project, and several detailed studies in the following areas: characteristics of living things, cells, genetics, and evolution. Second semester biology focuses on classifying organisms: plants and animals, physiology and anatomy, animal behaviors, and ecology. Students will be expected to produce several projects, high quality lab reports, as well as complete several daily assignments on relative material.

10TH-GRADE CHEMISTRY (1 YEAR): To many scientists, chemistry is the central science because of its influence over all the other branches of science. In trying to expose students to chemistry, there are some fundamentals that must be learned in order to grasp the concept of "central science." Fundamentals we concentrate on include:

- * the metric system
- * the concepts of accuracy, precision, and uncertainty
- * matter and energy and how they are conserved, used, and abused
- * the evolution of the atom and some of its theories
- * an introduction to nuclear chemistry through knowledge of ions and isotopes
- * the periodic table
- * the photoelectric effect
- * atomic structure and the electron configuration for each element in the periodic table
- * the periodic law that explains why atoms interact the way they do to form molecules and compounds
- * molecules and their shapes, names, and formulas
- * the interactions of compounds to form the substances that we use every day

This is done through a discussion/ lecture style, punctuated by relevant labs and lively talks, which hopefully bolster interest in and lessen fear of new science material. The students are also challenged by giving presentations on the elements of the periodic table, where the students teach each other about the characteristics of the elements that exist on this planet. Throughout all of the work done in this class, the students are challenged to make abstract leaps in scientific logic, but are also expected to understand and explain the knowledge they gain in terms that are comfortable for anybody talking about chemistry. It is through this balance of the concrete and abstract that the students will be most successful in their grappling of this material.

Although explaining arcane topics like electron configurations and the periodic law are representative of the almost foreign language that is chemistry, the skills they use in this class can cross over into the other subjects they will take. Being able to read, speak, and write clearly and thoughtfully, follow instructions thoroughly, organize completely, and exhibit proper behavior around equipment and each other are skills applicable throughout the sciences and humanities. Without a proper grounding in these skills, the students are susceptible to inconsistencies that will hamper their academic growth, regardless of what subjects they are studying.

This chemistry program was rigorously thought out and passed by professors at Hope College, an institute that is well known for its strength in chemistry. Students taking the ACT should be prepared for the science portion of the test. Furthermore, students will be prepared to take the Science Exploration section of the 11th grade MEAP test. Their writing, manipulating, and computing skills from this class will help them with many specialized exams students will take for potential jobs. Grounded in relevancy but rigorous enough for tertiary education and the workforce, this class challenges students to put a number of skills together for future success.

During the spring semester, chemistry, in many ways, is the continual practice and learning of fundamentals. These must be learned in order to be solid in the lab work and writing that makes a good chemist. Fundamentals we concentrate on this semester include:

- * balancing chemical equations and explaining what is happening in a written equation
- * stoichiometry
- * calculating amounts using the mole
- * making exact calculations while considering factors like limiting and excess reactants
- * heat and consistency of solids, liquids, gases, and precipitates
- * changes of state from solid to liquid and liquid to gas
- * molarity, molality, and mole fraction
- * chemical equilibrium and Le Chatelier's principle
- * properties of acids and bases
- * standardizing solutions and discerning acid, base, and salt content in solutions

The discussions on these concepts are punctuated with labs that complement the new material. The students tackle significant notions and hopefully show professionalism in their lab efforts and their writing and computation. The students learn responsibility both in cooperative learning and in individual achievement, understanding that chemistry is not just something that exists in a book, but also in conversation.

Although the students continue to grapple with the foreign language that is chemistry, the skills they use here continue to cross over into the other subjects they study. Being able to read, speak, and write clearly and thoughtfully, follow instructions thoroughly, organize completely, and exhibit proper behavior around equipment and each other are skills applicable throughout the sciences and humanities. The proper grounding in these skills is still of primary concern because their success in those skills is paramount for their complete education.

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rigorous enough for tertiary education and the workforce, this class challenges students to put a number of skills together for future success.

11TH-GRADE PHYSICS (1 YEAR): This course introduces students to the concepts of physics. The topics may include mechanics, heat, light, electricity-magnetism, atomic and nuclear physics and relativity. Classes use a three-stage approach to learning: 1) exploration through demonstrations, Internet simulations, laboratory inquiries and discoveries; 2) concept development through videos, lecture, discussion, laboratory experiments, simulations; 3) application through mathematical problem solving, further laboratory work, discussion and critical thinking questions. Students will be evaluated using a variety of assessments, including laboratory reports, participation, oral presentations, essays, textbook exercises, and both problem solving and concept tests. This plan and approach follows the recommendations of the National Science Standards.

ADVANCED PLACEMENT: BIOLOGY (1 YEAR), *permission of instructor*: This course prepares students for the Advanced Placement Examination in May, a three-hour examination covering a full-year introductory college course in biology, with laboratory. It includes 90 minutes of multiple-choice questions that examine the understanding of representative content and concepts drawn from across the entire course, and 90 minutes of four required essays that encompass broader topics. Both sections of the examination test the student's understanding of those ideas that unite the major content areas: molecules and cells; heredity and evolution; and organisms and populations. Both sections may include questions based on objectives of twelve AP Biology laboratory investigations.

Material for the course includes the major aspects of biology. During the fall semester the class covers molecular biology and the major compounds of life: cell biology, organelles, cell processes, cell cycle, mitosis, genetics, and evolution of earth, animals, and plants. During the spring semester, students cover animal and plant classification, animal and plant anatomy and physiology, and animal behaviors and ecology. The advanced biology class conducts in-depth investigations into all topics covered, and the twelve labs reinforce the class lectures and discussions. Students also will be introduced to the techniques of creating detailed lab reports for all class investigations.

ANIMAL BEHAVIORS (1 SEMESTER): This elective science class serves as an introduction to various organisms and their behavior. The students investigate several different animals and the behaviors they exhibit when introduced to varying stimuli. This class is hands-on oriented with students participating in multiple labs both in the classroom and in the field. Along with the labs, the students will also be expected to record observations of a given animal in its natural habitat. By the end of the semester the students will have gained a better understanding of how animals interact in both interspecies relationships and intra-species relationships, as well as how various organisms responds to changes in the environment.

ADVANCED PLACEMENT: CHEMISTRY (1 YEAR), *not yet offered*: This course prepares students for the Advanced Placement examination in May, a three-hour examination covering a full-year introductory college course in chemistry with laboratory. It includes 90 minutes of multiple choice that examine the understanding of representative content and concepts drawn from across the entire course. It also includes 90 minutes of computational comprehensive problems, determination of products of chemical reactions, and several essay questions. Both sections of the examination test the student's understanding of those ideas that unite the major content areas: atomic theory and atomic structure, chemical bonding, nuclear chemistry, states of matter (solids, liquids, gases, and solutions), reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, chemical reactivity, relationships in the periodic table, and an introduction to organic chemistry. Both sections may include questions based on objectives of the possible 22 AP Chemistry laboratory investigations.

Throughout this class, the students will be required to write clearly in lab work and homework assignments, speak intelligently and thoughtfully in presentations, and work professionally with lab implements. Students will be assessed through a number of tests, lab assignments, and presentations that will lead up to taking the AP test at the end of the academic year. Studying in and out of class will be necessary to completely master the information and skills of a college chemistry class and lab.

Even though this test is specifically tailored to be successful on the AP Chemistry test, the skills that will be used throughout this class cross over into the work they will do in any academic setting. From English to history to math, the computation, writing, reading, and speaking skills gleaned in AP chemistry

will help bolster their confidence for the work they do in other classes. Both the abstract and concrete will be challenged in here, and that is vital to success in any academic forum.

Not only will the students be prepared to take the AP Chemistry test at year's end, they will have the skills necessary to work on any test they take. Furthermore, any reading, writing, and speaking they do crosses over to interview situations, work-related speaking, and critiquing.

ADVANCED PLACEMENT: PHYSICS (1 YEAR), *not yet offered*: This fast-paced course prepares students for the Advanced Placement Physics B examination and will be offered only if sufficient demand exists. The examination includes two 90-minute sessions. One session consists of approximately seventy multiple choice questions on a broad range of physics topics, while the second session is six essay problems in which the student is asked to show a depth of understanding in a particular area or concerning a typical laboratory investigation. Because this is a college level course, a successful student will typically spend at least one hour outside of class for each hour in class. The course focuses on concepts and mathematical problem solving. Students will be evaluated on laboratory reports, questions and problems similar to those on the Advanced Placement examination.

Mathematics

The Connected Math Project (CMP) curriculum is integrated. Strands of number sense, algebra, geometry, probability and statistics are incorporated throughout the three-year course. The curriculum follows standards set by the National Council of Teachers of Mathematics.

INTEGRATED MATHEMATICS I (1 YEAR): Integrated Math I specifically includes the following topics: factors; prime and composite numbers; multiples; greatest common factors; least common multiples; fractions; decimals; percents; collecting and organizing data; and recognizing basic geometric shapes, including limited exposure to three-dimensional geometry, understanding area and perimeter, and basic probability.

INTEGRATED MATHEMATICS II (1 YEAR): This class is usually taken in the seventh grade. Students will have further practice with rational numbers, percents, and negative numbers. They will also learn new skills such as using scientific notation to comprehend large numbers, using variables and equations, identifying and using linear relationships, coordinate graphing, finding similarity, and finding the volume and surface area of 3-D shapes. Students will be required to keep a notebook.

INTEGRATED MATHEMATICS III (1 YEAR): Integrated Math III specifically includes the following topics: collecting, organizing, and analyzing data, which includes linear modeling; a review of lines and their application to real life; the Pythagorean Theorem; quadratic functions; algebraic order of operations; the distributive property; the commutative property; solving simple algebraic equations; and the study of geometric symmetry, rotation, reflection, and translation.

INTEGRATED MATHEMATICS IV (1 YEAR), *prerequisite: successful completion of Integrated Math III or permission of the instructor:* Integrated Math IV is an integrated course that combines algebra, geometry, trigonometry, statistics, graph models, and precalculus. Integrated Math IV covers topics such as patterns in data, patterns of change, linear models, graph models, patterns in space and visualization, exponential models, and stimulation models. This course represents a significant leap in application of math skills for students.

Integrated Math IV uses the first book from the Core-Plus integrated math curriculum, *Contemporary Mathematics in Context*. In this curriculum the students analyze traditional high school math topics, but the topics are introduced in a very different way. Rather than being given a recipe to follow for each type of problem, students discover and talk about what they should do in each situation that they are given.

During the fall semester, students complete the first three units: "Patterns in Data," in which they study statistical plots, measures of center, and measures of variability; "Patterns of Change," in which they are introduced to a variety of mathematical models, including recursion equations; and "Linear Models," which introduces algebra.

Three tests and a final examination are given. The students are expected to complete at least one project and to keep an organized notebook. Homework is assigned almost every day and quizzes are given two or three times in each unit.

INTEGRATED MATHEMATICS V (1 YEAR), *prerequisite: successful completion of Integrated Math IV or permission of the instructor:* Integrated Math V covers topics such as matrix models, patterns of location, shape and size, patterns of association, power models, network optimization, geometric form and its function, and patterns in chance.

INTEGRATED MATHEMATICS VI (1 YEAR), *prerequisite: C- (70%) or better in Integrated Math V or permission of the instructor:* Integrated Math VI covers topics such as multiple-variable models, modeling public opinion, symbol sense and algebraic reasoning, shapes and geometric reasoning, patterns in variation, families of functions, and discrete models of change..

INTEGRATED MATHEMATICS VII (1 YEAR), *permission of instructor:*

ACCOUNTING (1 YEAR): In this course, students analyze concepts and make connections through real world applications. In the first semester students explore possible accounting careers and learn the first six steps in the basic accounting cycle (covered in the first eight chapters of the text). There is a quiz, test, and project for each chapter. The project begins in chapter one with the students identifying their skills and life style. In chapter two, students decide on a type of business for their project (service, merchandising, or manufacturing) and create an advertisement for it. In chapter three, students create five transactions that occurred for their business. In chapter four, they will make T-charts to analyze the transactions. In chapter five, students identify which accounts are temporary and which are permanent. In chapter six, they learn about general journals and source documents. They analyze their transactions in a general journal. In chapter seven, students post their journal entries from the previous chapter in a general ledger. In chapter eight, they will end the semester project by collecting all their information in a six-column worksheet.

ADVANCED PLACEMENT: STATISTICS (1 YEAR), *permission of instructor*: This course prepares students for the Advanced Placement Examination in Statistics. The examination covers the following major topics: exploring data; planning a study (deciding what and how to measure); anticipating patterns (introducing probability and simulation); and statistical inference.

Foreign Languages and Culture

MIDDLE SCHOOL SPANISH 1A (1 YEAR): Spanish 1A is a middle school introduction to the Spanish language. Students learn the Spanish alphabet, basic conjugation of “ar” verbs, and definite and indefinite articles. Students will have a greater appreciation of Spanish vocabulary. Students will know how to express colors, animal names, family members, and physical characteristics. In addition, students learn adverbs of frequency, Spanish, Mexican, and Latin American culture, as well as a history of the Spanish language. Students will be taught through a variety of different methodologies by performing tasks involving interdisciplinary skills. Students also learn through the holistic language approach as well as repetition and grammar translation.

MIDDLE SCHOOL SPANISH 1B (1 YEAR): Spanish 1B is a continuation of Spanish 1A, and is the second year of middle school Spanish. Students will be able to conjugate irregular “ar,” “er,” and “ir” verbs. Furthermore, students begin to explore the preterit tense of regular verbs, and also expand their knowledge of South American, Latin American, and Caribbean culture. A project over a Spanish-speaking country will be assigned as the final examination for the first semester of class. Students also learn to refine subject-verb agreement, and continue to expand their vocabulary. Class methodology consists of teaching styles of Carl Rodgers and Noam Chomsky. Students learn by repetition, small group projects, and incorporating artwork with verb conjugation. Students also sing in Spanish, watch videos on Spanish culture, and participate in other holistic learning activities.

MIDDLE SCHOOL SPANISH 1C (1 YEAR): This course will generally be taught to eighth grade students at Black River Public School. Foreign language is cumulative. Concepts taught in previous Spanish courses will be recycled during all subsequent classes in Spanish. Culture is an integral part of every lesson. During the fall semester, students will cover the following objectives: greetings and introductions; place of residence; likes and dislikes; descriptions of friends and family; possessions; school, schedule, and time; verbs “to go” and “to be;” requests; preposition of location; regular affirmative *tu* commands; indirect object pronouns; stem changing *o-ue*, *e-i*; and affirmative and negative words. During the spring semester, students study reflexive verbs; adverbs; superlatives; regular *-ar* preterit verbs; *-car*, *-gar*, *-zar* preterit verbs; regular *-er* and *-ir* preterit verbs; preterit tense regular and irregular verbs; and demonstrative adjectives and pronouns.

CRAFTS AND CULTURES OF MEXICO (1 SEMESTER): This course is offered for 6th-, 7th-, and 8th-grade students. Students will use the time learning how to make Mexican and American crafts. They will also learn to prepare some Mexican and American dishes. The goal is to teach students about the culture of Mexico and the United States through creative activities. Students will spend many satisfying and pleasurable hours developing basic Spanish skills and creative abilities.

UPPER SCHOOL SPANISH I (1 YEAR): In Spanish I, students experience the language in real-life cultural contexts. The video component of the text introduces Spanish using young actors in situations with which students should be familiar, such as school and after school activities and sports. The video was filmed in several locations where Spanish is spoken: California, Puerto Rico and Mexico City. Students practice their speaking abilities through controlled and open-ended oral activities as well as dialogues. Cassettes and worksheets are used to improve their listening skills. The grammar is imbedded within the other activities as well as studied on its own. Students learn to read using primary resources such as report cards and advertisements. They also learn to communicate introductions, time, numbers, weather expressions, descriptions and many other concepts. Students practice writing skills by writing letters, descriptions of themselves and short essays in Spanish.

UPPER SCHOOL SPANISH II (1 YEAR): Students continue to experience the language in real-life cultural contexts through videos and cassettes. They are expected to use more Spanish in the classroom than they did in Spanish I. In addition, the directions in practice exercises and on evaluations are written in Spanish. They will continue their study of the Spanish-speaking world. The contexts of the lessons are San Antonio, Texas; Madrid, Spain; Guadalajara, Mexico; Miami, Florida; and Segovia, Spain. They practice their speaking abilities through controlled and oral activities as well as dialogues. In addition to practice exercises from the text they will also memorize and present a short play in Spanish. Students will

review previously presented grammar concepts in new contexts. They will also learn additional concepts such as irregular verbs in past and present tenses, superlatives and much more.

UPPER SCHOOL SPANISH III (1 YEAR): Spanish III will begin with a review of all the previously learned grammar concepts such as verb tenses (conjugations and irregular verbs), pronouns, adjectives, nouns, commands, phrases of obligation, comparatives, and superlatives. Students at this level should be able to use all of these concepts comfortably and proficiently. Students will be reading more stories from different Spanish-speaking countries; therefore, they will become skilled in reading and writing. Up to this point students have learned the present, preterit and imperfect tenses, as well as the simple future. This year students will learn the future, conditional, subjunctive and perfect tenses. All the directions in the text are in Spanish and most of the instruction will also be in Spanish. After this year some students will be able to take the three-year proficiency test; however, some students will have to take a fourth year before they are ready for the test. AP courses in Spanish language and literature will be offered.

UPPER SCHOOL SPANISH IV (1 YEAR), *permission of instructor or successful completion of proficiency examination:* During both terms students review grammatical concepts previously learned in Spanish. This review includes more detail than what was presented previously. Students have many opportunities to improve their writing skills through writing essays, stories and other activities. They will practice their listening skills through songs, tapes and video taped material in Spanish.

Students learn more about the cultures of the Spanish-speaking countries of the world through a variety of reading material and class discussion in Spanish. They read short biographies about important personalities from that country. Each lesson concentrates on a particular country or region. There is a short history of the country or region in addition to a short literary passage. Students discuss the readings in Spanish.

During the fall semester, students look at different Hispanic groups in the United States, including the Chicanos, the Puertorricans and the Cubanamericans. They also study the countries and cultures of Spain, Mexico, Guatemala, Cuba, the Dominican Republic and Puerto Rico. During the spring semester, study look at the countries and cultures of El Salvador, Honduras, Nicaragua, Costa Rica, Columbia, Panama, Venezuela, Peru, Ecuador, Bolivia, Argentina, Uruguay, Paraguay and Chile.

HISPANIC LITERATURE (1 SEMESTER): This class will introduce students to literary works from Spanish-speaking countries read in translation. No previous experience in Spanish is necessary. Major literary influences will be referred to throughout the course within the context of each author. In addition, they will view movies that are based on literary works and historical context.

LATIN (1 YEAR): Latin is alive and well in the twentieth century! This course is open to a small group of students who are seriously interested in learning this classical language. Students should expect to do homework and take quizzes for this class.

GERMAN LANGUAGE (1 YEAR): This course is a beginning German course for high school students and assumes no prior knowledge of German. The course will focus on all four language skills (speaking, listening, reading, and writing). The teaching approach will be a balanced one, emphasizing communication and grammatical accuracy; the instructor will lead the students using primarily the target language. Class time will be devoted primarily to developing oral communication skills through interaction with the instructor and other students. Each student will complete spoken exercises, short writing assignments, and brief quizzes. Each student will assemble and organize a *deutsches Arbeitsbuch* ("German notebook"). In this notebook, students will collect worksheets, vocabulary lists, notes, and other assignments. This notebook will be part of the final semester grade. This course will have a final semester examination. *Ich freue mich auf unsere Arbeit zusammen im Laufe des Semesters!*

Music

BEGINNING BRASS AND PERCUSSION CLASS (1 YEAR): The Beginning Brass and Percussion Class is a class for students to begin learning to play musical instruments. Students have the option of playing the trumpet, French horn, trombone, baritone, tuba or percussion. The students begin by simply trying to make a sound come out of their instruments; this ability progresses to being able to read and play the music in the beginning of their books. We all work together in this class and spend a lot of time playing our instruments as a group. Along with this ensemble work, the students often play solo tests to assess how students are progressing as individual musicians. Brass players not playing the tuba need to purchase or rent their own instrument. Percussionists need to supply a bell kit with a snare pad. These are available through Meyer Music.

BEGINNING WOODWIND CLASS (1 YEAR): The Beginning Woodwind Class is a class for students to begin learning to play musical instruments. Students have the option of playing the flute, oboe, clarinet, saxophone or bassoon. The students begin by simply trying to make a sound come out of their instruments; this ability progresses to being able to read and play the music in the beginning of their books. We all work together in this class and spend a lot of time playing our instruments as a group. Along with this ensemble work, the students often play solo tests to assess how students are progressing as individual musicians. All instruments but the bassoon must be purchased or rented by the student. These are available through Meyer Music.

MIDDLE SCHOOL BAND I (1 YEAR): Middle School Band I is a band for students in grades 7 and 8 who are experienced in playing wind and percussion instruments. This group focuses on playing music that is challenging and advanced for the age group performing. Students in this band will perform often throughout the school year and can look forward to performing at both Solo and Ensemble and District Band Festivals. Auditions will be held to determine the placement of students in this ensemble.

MIDDLE SCHOOL BAND II (1 YEAR): Middle School Band II is a band for students in grades 7 and 8 who are experienced in playing wind and percussion instruments. This group focuses on playing music that will help students to develop musical skills and ready them for performing with the High School Band in ninth grade. Students in this band will perform publicly at evening concerts throughout the school year. Auditions will be held to determine the placement of students in this ensemble.

UPPER SCHOOL BAND (1 YEAR): This band is for students in grades 9-12. This band focuses on challenging students by exploring and performing difficult pieces and improving their general musical knowledge. Music of many different styles has been performed in the past. These different styles have included marches, twentieth-century compositions, chorales, folk songs and other pieces in the band repertoire. The students delve into this literature by investigating the terms and ideas found within the music. Students in this band can look forward to performing at the District Band Festival as well as many other performances throughout the school year.

JAZZ BAND (1 YEAR), *permission of instructor*: The Black River Jazz Band is an ensemble open to students in grade 7-12. This band focuses on improving skills like improvisation and reading rhythms. Learning about the many genres of jazz music is also stressed. Blues, be-Bop, swing and Latin music are examples of what is studied. The course includes some discussion on the history of jazz and study of great musicians. Listening to music is also a large part of this class. This is accomplished by listening to recordings and going to concerts as field trips. With few exceptions, students must be members in a school band or orchestra to be in Jazz Band.

BEGINNING STRINGS (1 YEAR): Beginning Strings is an orchestra for students who are beginning to play string instruments. It is also a group for students who need to work on the fundamental aspects of reading music. This group focuses on playing music that will challenge them and help them in their performing. This group performs publicly throughout the school year and students may have the chance to perform with smaller ensembles such as trios and quartets.

ADVANCED STRINGS (1 YEAR): This course forms an orchestra for students who are experienced in playing string instruments. This group focuses on playing music that is challenging and advanced for the age group performing. This group performs often throughout the school year and features small ensembles such as trios and quartets as well as playing as a full string ensemble. These groups work on and perform music together with the director acting as a coach.

MIDDLE SCHOOL CHOIR (1 YEAR): Students learn to read music together in two-part harmony. Students also develop ways of sound production and progress through various exercises to prepare them for performance. Students work to develop a sounder level of musicianship and tone production by the end of the semester.

UPPER SCHOOL CHOIR (1 YEAR): In this course, students continue to develop the skills covered in Middle School Choir. Students engage in more challenging material for performance.

Visual and Performing Arts

The goal of the Visual Art Department is to provide a comprehensive and challenging curriculum that mirrors the school mission statement. Students who complete the high school series will be prepared to enter college and life with real skills and a strong, developed sense of personal aesthetics. This program coordinated themes and subjects of study in other humanities disciplines, with clear steps that build on one another.

6TH-GRADE VISUAL ART (1 YEAR): The focus of this course is to provide a positive experience with art. Various mediums will be explored, such as drawing, painting, sculpture, ceramics, mask-making and beginning relief printmaking. Students will gain basic skills in these areas while creating fun and interesting projects. Units of study may include the following: "African Masks," "Developing Personal Symbols: Carved Gourd Shakeries," and "Telling a Story: An Illustrated Folktale." Project themes will tie into 6th grade curriculum focusing on Africa in history, social studies and literature.

7TH-GRADE VISUAL ART (1 YEAR): The focus on developing creativity and basic skills continues from 6th-grade art, as students learn to color with value, perspective, scale and composition. Various mediums will be explored: drawing, painting, sculpture, ceramics, printmaking and functional design. Units of study may include "Chinese Brush Art," "Pottery: Making a Japanese Tea Set," and "Paint an Imaginary Jungle." Themes will tie into 7th grade curriculum focusing on Asia in history, social studies and literature.

8TH-GRADE VISUAL ART (1 YEAR): As students progress through the middle school art curriculum, they will tackle more advanced projects in painting, sculpture of various media, ceramics, printmaking and functional design. Units of study may include "Making Mosaics: From Ancient Greece to Now," "Casting Pewter Coins," and "Medieval Illuminated Letters." Themes will tie into 8th grade curriculum focusing on early Europe in history, social studies and literature.

ART APPRECIATION (1 YEAR): This course will be geared towards high school students who may have little or no interest in creating art, but seek the opportunity to broaden their knowledge of art. The course objective is to increase students' appreciation of art through broadening their knowledge base and to present course content in an interdisciplinary and engaging format with the intent to inspire each student to develop a life long appreciation of art. A small amount of knowledge will increase the student's appreciation of art 100 fold. This class will be an overview, providing an art timeline with tie-ins to history and literature, the opportunity to develop personal criteria for reviewing works of art and an understanding of the role of art and artists in our culture.

The material will be approached through many forms: lecture, reading articles and selected text from art history, class discussions, slides, video, field trips (locally and a trip to Chicago or Detroit), internet use, speakers in the classroom and a panel discussion with local people in the art field. This course will have several academic requirements, with required reading and writing assignments on a regular basis, and one drawing assignment each semester. Homework and tests will be given, and independent visits to local gallery exhibits will be required. This course satisfies one year of required study in the arts.

FOUNDATIONAL ART (1 YEAR): This course provides an academic study of art through an introduction to movements in art history and refining of foundational skills. From this perspective, students explore a variety of techniques in drawing, painting, printmaking, functional design, ceramics and sculpture to broaden their understanding of art and help them develop many skills. Students will gain a broad-spectrum understanding of basic principles of art and design through such units as "Color Theory: Creating the Wheel," "Tell a Story: Narrative in Art," "Form and Function," and "Value, Tone, Hue." They will delve deeper into curriculum themes than in middle school art by responding directly to passages in literature and issues in history and begin to define their own sense of aesthetics. Students will be evaluated on their level of effort and participation, attitude in class, good craftsmanship, and safe use of tools and materials.

TWO DIMENSIONAL ART (1 SEMESTER), *successful completion, "C" or higher, in Foundation Art is required:* This course continues an academic study of art through a deeper examination of art history and focus on skill building in drawing, painting, papermaking and printmaking. During the semester,

students will focus on specific units such as "Linear and Aerial Perspective," "Proportions of the Human Face and Figure," "Self Portraits," and "Intermediate Color Study." Students will respond to structured assignments, but will be encouraged on their level of effort and participation, attitude in class, good craftsmanship, and safe use of tools and materials.

THREE DIMENSIONAL ART (1 SEMESTER), *successful completion, "C" or higher, in Foundation Art is required:* Students will gain historical perspectives on the traditional use of materials such as clay, wood, metal, plaster, stone and paper in sculptural form, across cultures and time. This course focuses on creating three-dimensional forms in a variety of media. Students gain experience with these techniques: drawing a plan, fabricating and constructing, reductive and additive process, throwing on the pottery wheel, casting, carving, and mould making. Assignments intentionally emphasize both skill building and the development of individual design sense. Students will be evaluated on their level of effort and participation, attitude in class, good craftsmanship, and safe use of tools and materials.

ADVANCED ART (1 YEAR), *for 11th and 12th grade students with permission of instructor:* This very rigorous course is designed for serious art students who show proficiency, self motivation, and a deep level of interest in art. Students in this course are likely planning to pursue art in college and are likely considering a career as an artist or work in the art field. This course will be structured with some opportunity for independent work, a more in-depth look at art history, regular critiques, exhibitions, and field trips. An additional focus will be the exploration of advanced art media, such as photography, metalwork, oil painting and glass casting, in addition to other topics. Juniors enrolled in this course should expect to have more structured assignments focusing on preparing a strong portfolio for college application and fewer independent projects. Seniors who take a second year of Advanced Art will have more freedom to explore a theme or media independently by submitting a detailed proposal to the instructor. Students in this class will be expected to work on their art both within class time and on their own. The natural small size of this class (approximately ten students) allows for a strong mentor/student relationship, in which each student can be individually nurtured and challenged.

SPECIALIZED TOPICS IN ART (1 SEMESTER): This course is a smorgasbord of different art projects, intended for the pleasure of art. Past projects include calligraphy and illumination, junk sculpture, gingerbread houses, charcoal and pastel drawings and acrylic painting.

THEATRE STUDIES (1 SEMESTER): In this course, students will work rigorously in scene study. Students will present monologues and dialogues, learning how to establish believability and range in stage presentation. These activities will represent the focus of the course. Students will also complete several writing assignments, including a personal journal, theatre reviews, text and performance analyses, and diary entries. The purpose of these assignments is to develop individual writing skills. Participation in theatre outings, viewing in-class videos, writing assignments, project completion, active engagement in a class production, and a positive attitude in studying theatre will determine the student's final grade. The instructor does not intend to give quizzes, tests, or a final examination.

DANCE (1 YEAR):

Additional Courses

COLLEGE PREPARATION (1 SEMESTER): Black River Public School, a college preparatory school, is pleased to offer its first elective course specifically created for students interested in learning about academic study after Upper School. In this course, students explore several topics that prepare them for entering colleges and universities. Topics are identified in the following list: 1) Create individual programs of study. We will discuss appropriate Upper School programs of study and identify effective programs for each student. Each student will write an individual program of study. 2) Standardized tests. Students will study the different standardized tests (college entrance examinations) and learn test-taking strategies. 3) Research college programs and available scholarships. Students will identify colleges of personal interest and study the programs of particular schools. We will research colleges through the internet and postal service. 4) Develop a personal academic portfolio. Students will write, and rewrite, several professional documents that may be of use on future applications (personal statements, personal descriptions). Students will type final versions of these documents. Students will also learn appropriate letter formats for writing college representatives and other officials. 5) Visit colleges and hear presentations from college representatives. Students will visit local colleges and have the opportunity to ask questions of college representatives.

COMMUNITY SERVICE (1 YEAR): Black River Public School has implemented a community service requirement for students to complete before graduation. Students will be expected to participate in various community projects and activities and, in turn, create a deeper understanding of the people surrounding them. In this course, they will be working with community organizations where they work as both volunteer and in a teacher/student role. It is the hope of this course to allow students to become more deeply aware of themselves and grow personally as well as the needs of their community.

COMPUTER APPLICATIONS (1 SEMESTER): Students are expected to have basic keyboarding skills before entering this class. Through hands on the keyboard and mouse students will learn the fundamentals of using the two most popular computer programs in the business. By working through a series of exercises, students learn to prepare documents using the advanced capabilities of Microsoft Word. In addition, students learn to prepare financial and business presentations and analyses using the Microsoft Excel spreadsheet program. The student also integrates some Internet data and applications into the learning exercises. Students will be evaluated by their ability to produce efficiently properly formatted, accurate documents of the type used in business.

DEBATE (1 SEMESTER): This course is designed to introduce students to literature and ideas which receive less exposure in the standard curricula. A survey of philosophical ethics, events in the public sphere, and thought-provoking and controversial authors will be examined and discussed, with the common ground rule "to agree to disagree." Students will not be involved in formalized debate as an interscholastic activity. Homework and tests will not be required, and a final examination will not be given.

FILM STUDIES (1 SEMESTER): The main reason we watch movies, beyond the technical and the sociological reasons for why they are made, is to enjoy them. Movies are 1 ½ to over 3 hour escapes from our reality. They can provide background white noise, or we can listen and watch intently to what is happening. And, in some strange ways, although they are escapes, they can also mirror our own reality quite nicely. Furthermore, as advanced technology continues to invade our everyday lives, we watch supposedly groundbreaking movies that leaned on new technological advances for those time periods. For the 1930s, sound in movies was a big deal. For the 1950s and 1960s, color was a big deal. For now, computer generated images are a big deal. By watching out for many aspects of film—cinematography, special effects, plot, dialogue, character interaction—movie watching could possibly be more enriching. A movie is not just inherently bad or good—there are reasons why.

By understanding basic film terminology, you will learn why movies are bad or good. Primarily, a good deal of discussion on why we think we are watching these films is important. Furthermore, essays and questions about these films, the genres they represent, and the reasons why they might be important are critical for understanding and interpretation. Although movies are watched primarily for their entertainment value, it is important to have critical and technical knowledge in movie watching. Through writing and discussing, the value of movies will be divulged, opined, and explicated.

Watching and critiquing film is becoming a benchmark in many classes that students take. Appealing to the visual aspect of student learning, video is fast becoming a media tool that will possibly be standard for any subject matter. By participating in this class, students will have the opportunity to discern intelligently and explicate thoroughly what they are watching. This explication and discernment will be important as they are asked to discern and explicate videos they watch in other classes.

The standards by which this class is run are very wide open. With the writing and critiquing skills the students use in this class, they get practice on any writing and critiquing they might do on state standard tests (like the 11th grade MEAP Reading and Writing) and on national standard tests (like the ACT and SAT writing portions). Furthermore, the ability to write thoroughly yet succinctly is vital for success on job and college applications.

KEYBOARDING AND BASIC COMPUTER SKILLS (1 SEMESTER): In this course students use a computer program to learn how to type. When the computer course is completed the students spend their computer time typing papers for English and History and exploring the resources of the internet.

PHYSICAL EDUCATION, SPECIALIZED TOPICS (1 SEMESTER): In this course, the instructor will introduce topics of exercise and health to students. Past areas of participation have included team sports and weightlifting.

SCIENCE OLYMPIAD (1 SEMESTER): Science Olympiad is an opportunity to experiment and test scientific skills. Approximately twenty events are offered in which students of all ages may participate on the last Saturday in March. A strong background in and love of Science and Math are required. A written commitment to participate at the competition in March is mandatory. Teams are divided into middle school and upper school groups with different events at each level. The course continues after the competition by analyzing the day's events with an evaluation of each event; this evaluation assists in preparing future competitions.

SCHOOL MAGAZINE (1 SEMESTER): Students work to develop a literary publication; during winter semester 1999, students published *Silent Expressions*. Beginning with a delegation of tasks, students start out by publicizing the magazine. After soliciting the student body for writings and black and white art, students start to compile these works. Students spend many days in the computer lab typing diligently, trying to get the magazine ready for layout. Finally the students work on editing the magazine. Working with the magazine allows students to experience the unique world of publishing.

SIGN LANGUAGE (1 SEMESTER): Sign Language presents an introduction and general overview to what is one of the fastest growing languages in the United States today. As a matter of fact, sign language is the fifth most widely used language in the United States. This course introduces students to "finger spelling" and an awareness of deaf culture and signs. Students have the opportunity to expand their lexicon, empowering them and giving them the necessary foundation to develop the skills to communicate with deaf people and anybody who signs respectively. It can be a preparatory avenue in which opportunities can be explored with respect to the field of deaf education and interpreting. While it is not an intensive, in-depth study of American Sign Language (ASL), the course offers a beginning framework in which understanding of the concept, context and necessary skills of communication are being developed in order to undergo further extensive studies of ASL in the future. In essence, it can be analogous to people learning mathematics prior to engaging in algebra, calculus, or trigonometry. For that reason, students will be able to obtain the fluency and command of ASL, having learned the structural framework and foundation of sign language. Each student seemed to enjoy the course and from the observations of the instructor, many students worked with great diligence. Many students expressed an interest in pursuing their studies of sign language in the future.

SPORTS HISTORY (1 SEMESTER):

Graduation Requirements

Middle School

Middle School students (grades 6, 7, and 8) are required to complete the following courses:

- 3 years of English
- 3 years of History
- 3 years of Science
- 3 years of Mathematics
- 2 years of Middle School Spanish
- 3 years of "The Arts"
- 4 years of additional courses

20 hours of Community Service

Upper School

PROPOSED MINIMUM GRADUATION REQUIREMENTS FOR UPPER SCHOOL STUDENTS

Since Upper School is normally a four-year (4) study experience and Black River Public School offers seven (7) class periods each year, a student has the opportunity to complete twenty-eight (28) periods, or "years," of study. This proposal defines the minimum course requirements for graduation from Upper School as twenty-four (24) years, of which three-and-one-half (3 ½) years may be electives. Requirements may be waived in certain circumstances and only with approval of the administration.

- English, 4 years
- Mathematics, 3 years
- Science, 3 years
- History, 3 years (1 year must be "20th-Century Global Issues and Government")
- Foreign Language, 2 years (students must also meet a three-year language proficiency in Spanish)
- Physical Education, 1 year (evaluated through PE class or sport team participation)
- Health
- The Arts, 2 years (Visual Art, Theatre Studies, Music, Choir, Dance)
- Community Service, 60 hours (appr. 1 year)
- Keyboarding, 1 semester
- Additional coursework to total 24 years (course work in any discipline)

3 passing years of Project Term

PROPOSED GRADUATION "REQUIREMENTS" FOR COLLEGE-BOUND STUDENTS

Black River Public School strongly encourages Upper School students who wish to enter college, especially competitive colleges, to select courses in excess of the "Minimum Graduation Requirements." College-bound students should consider taking the following program of study in Upper School (grades 9-12):

English, 4 years
Math, 4 years
Science, 4 years
History, 4 years
Foreign Language, 3 years
Physical Education, 1 year
Health, 1 year
The Arts, 3 years
Community Service, 60 hours (appr. 1 year)
Keyboarding, 1 semester
Additional course, 1 semester

4 passing years of Project Term

These courses total twenty-six (26) "years;" this program of study accommodates college-bound students with two (2) years of "Study Hall," to be taken during the Junior and Senior years to allow strong performance in Advanced Placement courses.

Assessment of Curriculum

English

6TH-GRADE ENGLISH (1 YEAR):

IMPLEMENTATION AND METHODOLOGY: Material is taught by a variety of approaches; listening, hearing and creating are methods by which students learn most effectively. Therefore they read, listen to readings, create to process and work within small groups to digest and synthesize valuable information. This maximizes the probability of success and offers a variety of greater scope, so that the learning modalities of each student may be effectively engaged.

STANDARDS: SCHOOL, STATE, NATIONAL:

- A. This course is designed to support the school's vision of interdisciplinary classes.
- B. This course teaches material specific to the MEAP middle school test in Reading and Writing.
- C.

EVALUATIONS: Success is measured both by standardized tests and the students' graduated ability to process and synthesize information, in addition to a growing sophistication in writing.

7TH-GRADE ENGLISH (1 YEAR):

IMPLEMENTATION AND METHODOLOGY: This course is run as a reading and writing workshop.

STANDARDS: SCHOOL, STATE, NATIONAL:

- A. This course is designed to support the school's interdisciplinary classes in Humanities; the instructor works closely with the history teacher to complement the study of the history of India.
- B. This course offers material that are specific to the MEAP Grade 7 Reading Test: finding main ideas and themes, using context clues to understand vocabulary, and drawing conclusions; and the MEAP Grade 8 Writing Test: expressing opinions, revision strategies, and subject-verb agreement.
- C. This course meets New Standards Curriculum: read twenty-five books of quality and complexity; produce a response to literature; participate in group meetings.

EVALUATIONS:

8TH-GRADE ENGLISH (1 YEAR):

IMPLEMENTATION AND METHODOLOGY: This course is run as a reading and writing workshop.

STANDARDS: SCHOOL, STATE, NATIONAL:

- A. This course is designed to support the school's interdisciplinary classes in Humanities; the instructor works closely with the history teacher to complement the study of the history of early Europe. The instructor for History 8, for example, teaches the history of the Roman Empire and the events leading up to the fall of Julius Caesar.
- B. This course offers material that are specific to the Michigan Curriculum Frameworks: use reading for multiple purposes; use the revision process in writing.
- C. This course complies with the New Standards Curriculum: every student must produce a narrative account; prepare and deliver an individual presentation; and demonstrate an understanding of the rules of the English language in written and oral work.

EVALUATIONS:

10TH-GRADE HONORS ENGLISH, "TWENTIETH CENTURY GLOBAL ISSUES" (FALL SEMESTER):

IMPLEMENTATION AND METHODOLOGY: The various learning modalities are engaged in this course; homework consists of reading, writing, responding and creating. As a supplement to certain works, the corresponding or topically relevant film will be viewed. The writing process is actively engaged throughout the year; students pre-write, self- and peer-edit, and rewrite to build the necessary expository skills. In addition, students analyze and mimic the styles of the authors read during the year.

STANDARDS: SCHOOL, STATE, NATIONAL:

- A. This course is designed to support the school's interdisciplinary classes.
- B. This course offers material specific to the MEAP High School Test in Reading and Writing.
- C.

EVALUATION: Success is evaluated through the students' development as critical thinkers and writers. Both standardized tests and essay and speech evaluation determine the successful implementation of material.

ADVANCED PLACEMENT: ENGLISH LITERATURE AND COMPOSITION (1 YEAR), *permission of instructor*:

IMPLEMENTATION AND METHODOLOGY: Material and methodology are determined to prepare the students for the Advanced Placement examination in May; thus analysis, discussion and timed writing are imperatives in the students' preparation.

STANDARDS: SCHOOL, STATE, NATIONAL:

- A.
- B.
- C. This course is designed to prepare students for the Advanced Placement literature examination in May.

EVALUATION: The outcome of the May examination will measure the effectiveness of this course—that and the students' graduated ability to read, think and write coherently, measured over the course of the term.

Foreign Languages

CRAFTS AND CULTURES OF MEXICO (1 SEMESTER):

IMPLEMENTATION AND METHODOLOGY: Multiple intelligences (linguistic-verbal, logical-mathematical, spatial-visual, bodily-kinesthetic, musical-auditory, interpersonal, intra-personal).

STANDARDS: SCHOOL, STATE, NATIONAL:

- A. Cultures—gain knowledge and understanding of other cultures.
- B. Exhibition—students will show their work together with the visual art class.
- C.

EVALUATION: Students will be evaluated when they finish each task. They will also be evaluated on their creativity and their neatness in project completion. Their attitude, participation, and ideas are important. Students must also use materials appropriately.

Visual Arts

ART APPRECIATION (1 YEAR):

IMPLEMENTATION AND METHODOLOGY: The goal of this course is to present course material in a variety of ways, so each student may experience maximum understanding. The material will be approached through many forms: lecture, reading articles and selected text from art history, class discussions, slides, video, field trips (locally and a trip to Chicago or Detroit), internet use, speakers in the classroom and a panel discussion with local people in the art field. To gain a real life perspective on contemporary art and artists working in the community, each student will work throughout the semester on an "Adopt an Artist" project. In this project they will spend time outside of class shadowing a local artist,

keeping a journal of their experiences, observing and understanding the artist's life and work, and presenting a profile in written or oral form.

STANDARDS:

- A. This course is designed to support the school's vision of art as an academic discipline and the mission of an interdisciplinary focus in the humanities; the instructor works closely with English and history teachers in an effort to present common vocabulary.
- B. This course offers material that is consistent with "Arts Education Content Standards and Benchmarks," a publication of the Michigan Department of Education (September 1996).
- C. In scope, rigor, presentation methods and comprehensive content, this course exceeds the local standard set by course offerings at other public schools.

EVALUATION: Students will be evaluated on their understanding of material in the following ways: quizzes (short answer), tests (essay and slide identification) and successful individual project completion. Final grade will come from points earned in the following categories: effort and participation in class, attitude/citizenship, behavior during field trips, trips to museums/galleries and attendance, which is mandatory due to the experiential nature of the course.

FOUNDATIONAL ART (1 YEAR):

IMPLEMENTATION AND METHODOLOGY: Students will understand basic art principles and show basic proficiency in using a variety of art media, from drawing to sculpture. Course material will be presented in a variety of ways: slides of examples, demonstrations, written instruction/introduction to each new project and field trips.

STANDARDS:

- A. This course is designed to support the school's vision of art as an academic discipline and the mission of an interdisciplinary focus in the humanities; the instructor works closely with English and history teachers in an effort to present common vocabulary.
- B. This course offers material that is consistent with "Arts Education Content Standards and Benchmarks," a publication of the Michigan Department of Education (September 1996).
- C. In scope, rigor, presentation methods and comprehensive content, this course exceeds the local standard set by course offerings at other public schools.

EVALUATION: Students will be evaluated on their understanding of material in the following ways: quizzes (short answer), tests (essay and slide identification) and successful individual project completion. Final grade will come from points earned in the following categories: effort and participation in class, attitude/citizenship, behavior during field trips, responsible use of tools and material, trips to museums/galleries and attendance, which is mandatory due to the experiential nature of the course.

TWO DIMENSIONAL ART (1 SEMESTER), *successful completion, "C" or higher, in Foundation Art is required:*

IMPLEMENTATION AND METHODOLOGY: Students will understand the constructive uses of criticism in art, show proficiency beyond basic skills in all two-dimensional media and be able to define their own sense of design aesthetics. Course material will be presented in a variety of ways: slides of examples, demonstrations, written instruction/introduction to each new project and field trips.

STANDARDS:

- A. This course is designed to support the school's vision of art as an academic discipline and the mission of an interdisciplinary focus in the humanities; the instructor works closely with English and history teachers in an effort to present common vocabulary.
- B. This course offers material that is consistent with "Arts Education Content Standards and Benchmarks," a publication of the Michigan Department of Education (September 1996).

- C. In scope, rigor, presentation methods and comprehensive content, this course exceeds the local standard set by course offerings at other public schools.

EVALUATION: Students will be evaluated on their understanding of material in the following ways: quizzes (short answer), tests (essay and slide identification) and successful individual project completion. Final grade will come from points earned in the following categories: effort and participation in class, attitude/citizenship, behavior during field trips, responsible use of tools and material, trips to museums/galleries and attendance, which is mandatory due to the experiential nature of the course.

THREE DIMENSIONAL ART (1 SEMESTER), *successful completion, "C" or higher, in Foundation Art is required:*

IMPLEMENTATION AND METHODOLOGY: Students will understand the constructive uses of criticism in art, show proficiency beyond basic skills in all three-dimensional media and be able to define their own sense of design aesthetics. Course material will be presented in a variety of ways: slides of examples, demonstrations, written instruction/introduction to each new project and field trips.

STANDARDS:

- A. This course is designed to support the school's vision of art as an academic discipline and the mission of an interdisciplinary focus in the humanities; the instructor works closely with English and history teachers in an effort to present common vocabulary.
- B. This course offers material that is consistent with "Arts Education Content Standards and Benchmarks," a publication of the Michigan Department of Education (September 1996).
- C. In scope, rigor, presentation methods and comprehensive content, this course exceeds the local standard set by course offerings at other public schools.

EVALUATION: Students will be evaluated on their understanding of material in the following ways: quizzes (short answer), tests (essay and slide identification) and successful individual project completion. Final grade will come from points earned in the following categories: effort and participation in class, attitude/citizenship, behavior during field trips, responsible use of tools and material, trips to museums/galleries and attendance, which is mandatory due to the experiential nature of the course.

ADVANCED ART (1 YEAR), *for 11th and 12th grade students with permission of instructor:*

IMPLEMENTATION AND METHODOLOGY: The objectives of the course are 1) to prepare serious students for a future as artists through conscious creation of a portfolio designed to gain entry in the college or art school of their choice; 2) to provide challenging opportunities to explore advanced art media in depth; 3) to refine students' skills by developing an individual level of mastery in foundational drawing and design and nurturing deeply each as an emerging young artist. Course material will be presented in a variety of ways: slides of examples, demonstrations, written instruction/introduction to each new project and field trips.

STANDARDS:

- A. This course is designed to support the school's vision of art as an academic discipline and the mission of an interdisciplinary focus in the humanities; the instructor works closely with English and history teachers in an effort to present common vocabulary.
- B. This course offers material that is consistent with "Arts Education Content Standards and Benchmarks," a publication of the Michigan Department of Education (September 1996).
- C. In scope, rigor, presentation methods and comprehensive content, this course exceeds the local standard set by course offerings at other public schools.

EVALUATION: Advanced students will be expected to meet the challenges of the course with enthusiasm, productivity and self motivation. Students will be evaluated on their understanding of material in the following ways: quizzes (short answer), tests (essay and slide identification) and successful individual project completion of portfolio and sketchbook. Final grade will come from points earned in the following categories: effort and participation in class, attitude/citizenship, behavior during field trips,

responsible use of tools and material, trips to museums/galleries and attendance, which is mandatory due to the experiential nature of the course.

Curriculum edits:

7TH-GRADE ENGLISH (1 YEAR): The goal of 7th-grade English is to equip middle school students with writing, reading, and oral communication skills, some of which center around Asia. Students will improve these skills through the study of grammar, creative writing, the reading of short stories, novels, and poetry as well as introductions to formal writing requirements. In this interdisciplinary course, we will also study in depth, through literature, the cultures of Asia ranging from ancient civilizations to contemporary Asian cultures. It is our goal to expose our students to cultures that surround them on a daily basis.

8TH-GRADE ENGLISH (1 YEAR): 8th-grade English is designed to instill in the students a love of literature and writing and to begin building the bridge between young adult literature and the classics. Students begin practicing the art of reading analytically and drawing applications between literary characters and themes and actual human experience. Students will be familiar with the creation of the five paragraph essay format, different poetic forms and the short story. In addition, the students' mastery of grammar skills and vocabulary is continued and enhanced. 8th-grade English is designed to mirror the focus of the students' European History course. The year commences with the literature of Ancient Greece and Rome and continues through more contemporary selections. The 1997-1998 school year included the work of Homer, Plato, Aesop, Beowulf, Shakespeare, Arthur Conan Doyle, C.S. Lewis, Charles Dickens and many others.

11TH-GRADE ENGLISH: TOPICS IN UNITED STATES LITERATURE (1 YEAR): Students survey various authors who have shaped the scope of United States literature. Students discuss poetry, prose, journal entries and theses from authors during the years between European colonization and the United States' Civil War; authors include Christopher Columbus, Thomas Jefferson, Edgar Allan Poe, Anne Bradstreet, and Emily Dickinson. Through this survey of authors, students piece together the history of America, such as the theme of exploration, and how this country has evolved socially and intellectually. Students also pursue modern themes through the work of more recent authors, such as writers who contributed to the Beat Generation and war experiences.

7TH-GRADE HISTORY OF ASIA (1 YEAR): Containing nearly half of the world's people, the Asian continent has given birth to countless achievements, concepts, philosophies, and every major world religion. We find ourselves inextricably linked with the past and present of Asia, and all signs point to even greater future interdependence. Through this course, we will move from ancient times to twentieth-century South Asia, East Asia, and Southeast Asia. Through text, supplemental readings, current events, film, video, lecture, discussion, special events and presentations, students will strive to gain a fundamental, balanced, and informed understanding of Asian peoples and events, and to use this understanding to gain perspective on "the human experience."

8TH-GRADE HISTORY OF EARLY EUROPE (1 YEAR): This course presents units of Ancient Greece, Ancient Rome, the Middle Ages, the Renaissance, the Age of Absolutism, and the French Revolution. The course introduces 8th-grade students to historical developments of Europe, with examination of the geographic, political, social, religious, economic, literary and artistic aspects of European cultures. In addition to consulting a survey text, students will analyze primary source documents that delineate important features of European cultures. The instructor will assign various writing assignments to strengthen the student's individual writing skills.

6TH-GRADE EARTH SCIENCE (1 YEAR): This science class serves as the introduction to science at Black River Public School. It is intended to be a class where students first become acquainted with scientific theory, lab etiquette and dimensional analysis. Through the year we build on these principles to prepare the students for the higher sciences. The curriculum focuses on the universe, weather, rocks, geological formations and why our Earth is the way that it currently is and how we can expect it to change in the future. The students will participate in laboratory experiments or group presentations about twice a month. Grading is evaluated by the level of participation during class, performance in the laboratory, test scores and homework. Students who work diligently on assigned tasks will find class to be enjoyable and informative.

7TH-GRADE LIFE SCIENCE (1 YEAR): This course is an introduction to the living world. We begin our year by studying the building blocks of life: cells. We then turn our attention to the genetic code: how traits are inherited and passed in all types of species. Later in the year, we study the general characteristics of all five kingdoms: plants, animals, protists, monerans, and fungi. We end the year with a unit on Ecology in which we discuss the relationships among all the living things about which we have learned.

10TH-GRADE CHEMISTRY (1 YEAR): This class introduces the rudiments of chemistry to students, focusing on topics that are essential to college-bound students, but also are grounded in relevant issues and concerns for all students. The topics that are covered in this class include a solid introduction to the metric system; the concepts of moles and strengths and masses of various acids, bases, and salts; learning how to balance equations effectively and using the information given in a balanced equation to solve a variety of problems; and an introduction to the elements of the periodic table. Classes are essentially lecture and discussion-based, with a variety of laboratories used to punctuate points learned in class and give the students some experiences in the proper handling of lab equipment.

BEGINNING ART (1 YEAR): This course is open to all students interested in exploring creativity using techniques like drawing, painting, sculpture, and ceramics. The class will be based on learning and developing fundamental art skills. The class is also designed sequentially where early skills learned will be used to develop later, more complex skills. Aspects of art history will be taught within the General Art class because of its influence on art through the ages, and because of its importance of developing societies through art. Art history will give the students a chance to learn what artists throughout the centuries have accomplished, and it will show the students how art has influenced and supported social and political movements. Finally, the General Art class will learn about other cultures by learning art skills utilized by different cultures around the world. Students create art projects such as bronze and jeweled book covers (Irish influence), painted rugs (India/Far East influence), jewelry (Native American), and other cultural projects.

2- AND 3-DIMENSIONAL ART (1 YEAR): This course is for students who have completed Beginning Art. The focus will be on multi-dimensional artistic products and expression.

ADVANCED ART (1 SEMESTER), *permission of instructor*: This class is designed specifically for those students who show a proficiency in art and who are likely to pursue art at an institution of higher learning. This course will allow the students to tap intimately into a deeper knowledge of art in an attempt to better their art education and skill. The instructor will discuss art history with this class in addition to having students learn about certain artists who have been pivotal in shaping art through the ages

SPECIALIZED TOPICS IN ART (1 SEMESTER): This course is a smorgasbord of different art projects, intended for the pleasure of art. Past projects include calligraphy and illumination, junk sculpture, gingerbread houses, charcoal and pastel drawings and acrylic painting.

CURRICULUM
BLACK RIVER PUBLIC SCHOOL
GRADES 1-3

MATHEMATICS OUTLINE

BINOMIAL CUBE

TRINOMIAL CUBE

NUMBER CONCEPTS 1-10

DECIMAL – GOLDEN BEADS

DECIMAL SYMBOLS

BEADS AND SYMBOLS

TEEN BOARDS – TEN BOARDS

OPERATIONS:

Addition:

Concepts

Golden Bead Material

Stamp Game

Snake Game

Dot Board

Number Line

Memorization

Bead Bars

Strip Board

Charts

Passage to Abstraction

Bead Frame

Abstraction

Addition Facts

Process

Application

Problem Solving

OPERATIONS (continued)

Subtraction:

Concepts

Golden Bead Material

Stamp Game

Snake Game

Number Line

Memorization

Strip Board

Charts

Passage to Abstraction

Bead Frame

Abstraction

Subtraction Facts

Process

Application

Problem Solving

Multiplication:

Concepts

Golden Bead Material

Stamp Game

Sets

Memorization

Chains

Bead Bars

Bead Board

Charts

Square of a Binomial

Square of a Trinomial

Passage from 1 Square to Consecutive Square

Passage from 1 Square to Non-Consecutive Square

Decanomial – Vertical

Decanomial – Horizontal

Decanomial – Angular

ELEMENTARY MONTESSORI MATH CURRICULUM SEQUENCE

NUMERATION I

A. Numbers to Ten

1. Number rods
 - a. quantities from 1-10
 - b. unconscious preparation for the metric system
2. Sandpaper symbols
 - a. the form of the number symbols
 - b. writing of numbers
3. Spindle Boxes
 - a. the concept of zero
 - b. the concept of sets
 - c. The law of the decimal system -only 9 loose units
4. Union of Rods and Symbols
 - a. association of symbol and quantity of 1 - 10
 - b. preparation for addition and subtraction.
5. Cards and Counters
 - a. concept of odd and even
 - b. reinforces concept of 1 - 10
 - c. unconscious preparation of division
i.e. an even number is divisible by 2; an odd number has a remainder
6. Memory Game
 - a. verification of knowledge of 0 and 1 through 10
7. Short Bead Stair
8. Snake Game

B. The Decimal

1. Golden Bead Material
 - a. quantities from 1 - 1000
 - b. indirectly prepares for fundamental concepts of geometry: point, line, surface, solid
2. Symbol Cards
 - a. symbols of numbers from 1 - 1000
 - b. composition of large numbers (i.e. compact numeration)
3. Union of Quantities and Symbols
 - a. association of large quantities and their symbol
 - b. understanding the importance of zero

C. Linear Counting

1. Tens and Teens - This is given parallelly to material decimal system materials
 - a. Teen Board
 1. concept of quantity and symbols of 11-19
 2. concept of counting from 10-19
 - b. Ten Board
 1. concept of quantity symbols of 10, 20, 30, 40, 50, 60, 70, 80 90, 100
 2. concept of numeration of 1 - 100
 3. concept of linear counting 1- 100
2. Hundred Chain
 - a. progressive counting 1 - 100
 - b. regressive counting 100 - 1
3. Thousand Chain
 - a. progressive counting 1 - 1000
 - b. regressive counting 1000 - 1
 - c. impression of exponential growth of a number
4. Short and Long Chains of 2, 3, 4, 5, 6, 7, 8, 9
 - a. skip counting
 - b. impression of new math - other based of other number systems

D. Static Operations with Golden Bead Materials and Cards

1. Addition
 - a. impressionistic lesson (i.e. greedy person)
 - b. real addition with small symbol cards for addends and large cards total
2. Subtraction
 - a. impressionistic lesson (i.e. rich person)
 - b. real subtraction with large symbol card for minuend and small ones for subtrahend and difference
3. Multiplication
 - a. impressionistic lesson showing repeated addition with group
 - b. real multiplication with small cards for multiplicand and multiplier and large one for product.
4. Division
 - a. impressionistic lesson of sharing with a group
 - b. real division with large card for dividend, small ones for division and quotient

E. Dynamic Operations with the Golden Bead Material and Cards
(preparation for abstraction by the changes or dynamics
performed with the materials)

1. Law of decimal system - exchanging for next order
2. Addition
 - a. concept of exchanging for next order
3. Subtraction
 - a. impressionistic lesson - take one unit from 1000 cube
 - b. real dynamic subtraction
4. Multiplication
5. Division

F. Dynamic Operations with the stamps

1. formation of numbers
2. operations with stamp

SEQUENCE FOR ADDITION

1. Dramatic Presentation of Static Addition with Golden Beads
2. Dynamic Addition with Golden Beads
3. Dynamic with stamps
4. Parallel activities of memorization - should be begun at age 5
 - 1) Strips with combination booklet and first chart
 $1 + 1$ to $9 + 9$
 - 2) Strips with loose combinations and chart 1: $1 +$ to 10
 - 3) Strips and commands and chart 1: Find all ways to make 2,3,4,5,6,7,8,9. Then, eliminate the doubles. Go back and cover upon chart 1; then reveal chart 2.
 - 4) Strips chart 1 or 2; find all ways to make numbers with zero.
 - 5) Strips, chart 2, double all numbers. 'Can I eliminate any?'
 - 6) Loose combinations, chart 3 (NO strips)
 - 7) Eliminate doubles on chart 3, discover chart 4
 - 8) Chart 4, loose combinations
 - 9) Eliminate doubles of chart 4 (from 45 to 17 totals, only 1 combination for each total left) Discover chart 5
 - 10) Chart 5, loose combinations

Bingo

- 11) Chart 6, loose combinations, 1st chart
- 12) Choose a tile, child decides which combination, places it on board
- 13) Stack up totals. Place pile

Booklets with missed addends

- 14) $? + 2 = 3$ 1st addend
- 15) $2 + ? = 3$ 2nd addend
- 16) $? = 3 + 2$ Inverse of usual order
- 17) $3 = 2 + ?$
- 18) $3 = ? + 2$
- 19) $3 = ? + ?$ Both addends

5. Word problems

See Booklet

6. Small Bead Frame - number formation, static, dynamic and column addition

SEQUENCE FOR MULTIPLICATION

1. Dramatic Presentation of Multiplication with Decimal Materials (several children)
2. Law of Decimal System
3. Dynamic multiplication with decimal materials
4. Dynamic multiplication with stamps
5. Parallel Activities for Memorization of Multiplication
 - 1) Bead board, beads, booklet of tables, chart 1
 - 2) Bead board, beads, loose combination
 - 3) Chart ²3, loose combinations; control with chart 1
 - 4) Commutative Property of Multiplication - eliminate doubles of chart 1; discover chart 2
 - 5) Chart 2, loose combinations; control with chart 1
 - 6) Commutative Property of Multiplication - eliminate doubles of chart 3; discover chart 4
 - 7) Chart 4, loose combinations; control with chart 5 3, 2 or 1
 - 8) Multiplication Bingo
 - a. Take a combination, place answer tile on chart 5
 - b. Take a tile, decide of what it is a product.
Place tile on chart 5
 - c. Stack equal tiles. Place a group on chart 5
 - 9) Special Cases
 - a. Calculate product $2 \times 3 = ?$
 - b. Calculate multiplier $2 \times ? = 6$
 - c. Solve for multiplicand $? \times 3 = 6$
 - d. Solve for product $? = 2 \times 3$
 - e. Solve for multiplier $6 = 2 \times ?$
 - f. Solve for multiplicand $6 = ? \times 2$
 - g. Solve for both factors $6 = ? \times ?$
 - 10) Word Problems

Games for Properties

1. Associative Property:
 $a + (b+c) = (a+b) + c$ with bead bars
2. Disassociative Property:
 $9 + 7 + 8 = (6+3) + (4+3) + (4+4)$ with bead bars
3. Commutative Property:
Change order of addends with bead bars
 $9 + 7 = 16$; $7 + 9 = 16$

- 11) Games for Memorization of Multiplication
 - 1) Skip counting with short and long chains
 - a. Progressive and regressive counting
 - b. Build geometric figure with each of short chains; draw it and write equation in notebook
 - 2) Build multiplication tables with bead bars, control with chart 1; draw and label in notebook
 - 3) Multiply each number by ten with bead bars
 - 4) Build a product in as many ways as possible with bead bars
 - 5) Handful Multiplication - child takes a handful of bead bars and skip counts answer
 - 6) Build squares: multiply each number by itself with bead bars
 - 7) Commutative Property with bead bars
- 12) Static multiplication with small bead frame
- 13) Dynamic multiplication with small bead frame
- 14) Introduce hierarchical materials
- 15) Dynamic multiplication on large bead frame
--two digit, then three digit
- 16) Two digit, then three digit multiplication on golden bead frame
- 17) Checkerboard--four then seven digit multiplication
 - 1) Geometrical representations
- 18) Bank Game

SEQUENCE FOR SUBTRACTION

1. Static subtraction: Impressionistic presentation with golden beads
2. Law of Decimal System
3. Dynamic subtraction with golden beads
 - a. Take one unit from 1000 cube
 - b. Dynamic problem with several exchanges needed
4. Dynamic subtraction with stamp game
5. Parallel activities for memorization
 - 1) Strips with combination booklet (tables) and chart 1
 - 2) Strips, loose combinations and chart 1
 - 3) Decomposition of one number--now use pink strips, blue and neutral strips; chart 1. Find all the differences in breaking down a number.
 - 4) Decomposition of a number with one subtrahend equal to zero
 - 5) Second chart, loose combinations
 - 6) Subtraction Bingo
 - a. Loose combinations, chart 3. Child places tiles; writes down combination
 - b. Tiles, chart 3. Child thinks of a combination, places tile, writes down combination and answer
 - c. Stack like tiles. Child places stack; writes down combination
 - 7) Special combinations
 - a. Calculate for difference e.g. $17 - 9 = ?$
 - b. Calculate for subtrahend e.g. $17 - ? = 8$
 - c. Solve for minuend e.g. $? - 9 = 8$
 - d. Solve for difference e.g. $? = 17 - 8$
 - e. Solve for subtrahend e.g. $8 = 17 - ?$
 - f. Solve for minuend e.g. $8 = ? - 9$
 - g. Solve for subtrahend and minuend e.g. $8 = ? - ?$
 - 8) Static subtraction with small bead frame
 - 9) Dynamic subtraction with small bead frame
--take 1 away from 1000
 - 10) Story problems

SEQUENCE FOR DIVISION

1. Dramatic Presentation of Division with Decimal Materials with several children
2. Review Law of Decimal System
3. Dynamic division with Decimal System materials
4. Dynamic division with stamps:
 - a) one digit divisor
 - b) two digit divisor (decurion)
 - c) three digit divisor (centurion)
5. Memorization Activities
 - 1) Division Bead Board
 - a. Teacher directs work to discover the number combinations on the form
 - b. Child works with bead board and forms
 - 2) Chart 1 and loose combinations
 - 3) Bingo Activities
 - a. Take a combination, place answer tile on chart 2
 - b. Take a quotient tile, place on chart 2
 - c. Stack equal quotient tiles. Place as a group on chart 2
 - 4) Special Cases
 - a. Calculate quotient e.g. $24 \div 4 = ?$
 - b. Calculate divisor e.g. $24 \div ? = 6$
 - c. Calculate dividend e.g. $? \div 4 = 6$
 - d. Calculate for the inverse of 1 e.g. $? = 24 \div 4$
 - e. Calculate for divisor e.g. $6 = 24 \div ?$
 - f. Calculate for dividend e.g. $6 = ? \div 4$
 - g. Calculate for both e.g. $6 = ? \div ?$

GEOMETRY - LEVEL 1

LESSON	MATERIAL	WORK OF CHILD
Presentation Tray	Geometry Cabinet	Child works with material, labels, traces shapes & names them in notebook
Triangles - Side	"	"
Triangles - Angles	"	"
Rectangle	"	"
Polygon Bicycle	"	"
Quadrilaterals	"	"
Curved Figures	"	"
Rectangle Box	Construct Triangles with black lines	
Solids	Geometric solids	

LESSON	MATERIAL	WORK OF CHILD
Triangles by sides	" "	
Triangles by Angles	" "	
Double Classification of Angles	" "	
Matric chart	" "	
Polygon drawer - emphasis on etymology	Geometry cabinet	Child works with material, labels, traces shapes and names them in notebook
Quadrilaterals	" "	
Making Quadrilaterals from Triangle		
Making Quadrilaterals from Triangles	Constructive triangles: Blue rectangle box 1 Blue rectangle box 2	
Stars	Box 2	
Diaphragms	Box 2	
Basic concepts - of point, line, surface, solid	Classified nomenclature Geometry Commands	Child does commandworks with nomenclature & records it in own words
Sensorial presentation of congruency similarity equivalence	Square, triangle subdivisions	Child makes shapes to illustrate concepts, draws them on poster in notebook & labels them.

GEOMETRY - LEVEL 3

LESSON	MATERIAL	WORK OF CHILD
1. <u>Study of the line</u> Lines Parts of a line Relationship of lines to earth	Stick box, geometry nomenclature, command	Child does commands works with nomenclature, & records in own words
2. <u>Angles</u> Parts of an Angle and size Principle angles	" "	" "
3. <u>Study of figures</u> Closed figures Polygons Closed curved figures	" "	" "
4. <u>Study of the Triangle</u> Parts of a triangle Sides of a triangle	" "	" "

Angles of a triangle

Types of triangle

Sides of a right triangle

5. The study of quadrilaterals

Stick box, geometry nomenclature, command

Child does command works with nomenclature & records in own work

Basic quadrilaterals

Parts of a common quadrilateral

6. Area

Yellow material

Child works with material, demonstrates formula, and records in notebook

Area of rectangle,
square & triangle

Symmetry

7. Study of equivalence,
similarity, congruence

Square & triangle subdivisions

LESSON

MATERIAL

WORK OF CHILD

1. Line

Relation between two lines
Straight lines and transversal

Stick box, geometry, nomenclature, commands

Child does commands, works with nomenclature, draws & writes definitions in own words

2. Angles

Relationship between two angles

Particular combinations of angles

Angles formed by two straight lines and a transversal

Bisector of an angle

3. Study of Triangle

Dividing parts of a triangle

Centers of triangles

4. Study of Quadrilaterals

Parts of the trapezoid

Parts of the Parallelogram

Parts of the Rectangle

Parts of the Rhombus

Parts of the square

Types of trapezoids

5. The study of polygons

The study of polygons

Types of polygons

Equilateral triangle & square

Parts of the polygon

6. Circle

Parts of the circle

Relationship of a circle to a
straight line

Relationship between two circles

7. Area

Area of all triangles
and quadrilaterals

Yellow material

8. Proof of Equivalence,
similarity, congruence

Square & triangle subdivision

9. Insets of Figures

Insets of Equivalence

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Reading	1. Sandpaper Letters Building Words Puzzle Words (Dolch) *Nursery Rhymes, Repetitive readings.	1. Short Vowels *Reading by Mirror Repetitive Books	1. Silent E Dolch List 50 words known Blends ch, sh, th, wh * <u>Frog and Toad</u> books	1. First Double sounds AI and EE * <u>Frances</u> books
	2. Key Sounds Introduce Alt. Spelling *Choose Your Own Adventure books.	2. Alternate Spellings <u>Cross Country Cat</u> <u>Milos and Otis</u>	2. Alternate Spellings * <u>Freckle Juice</u> Myths	2. Alternate Spellings
	3. Group Book * <u>North American Native Tales</u>	3. <u>James and the Giant Peach</u> (play form)	3. readings according to o t h e r curriculum.	3. curriculum readings
Word Study	1. Capital Letters <u>Alphabetizing</u>	1. Punctua- tion . ?	1. Punctua- tion , "	1. Compound Words
	2. Review: Compound words Skyscrapers	2. Review: Compound Words Skyscrapers	2. Homonyms	2. Homophones Homographs
	3. Vocabulary Book <u>Worldly Wise Book A</u>	3. <u>Worldly Wise Book A</u>	3. <u>Worldly Wise Book A</u>	3. <u>Worldly Wise Book A</u>
Grammar	1. Key Presentation NOUN	1. Key Presentations Noun family Article/Adj	1. Key Presentations VERB	1. Key Presentations Verb family Adverb
	2. Grammar Boxes - NOUN	2. Grammar Boxes - Noun fam:	2. Keep on Grammar Boxes - Verb	2. Grammar Boxes - Verb fam
	3. Detective Noun Games	3. Review Parts of Speech - Symbolize Paragraphs	3. Continue from before.	3. Subj/Pred Reading Analysis Chart la
Composition	1. WRITE	1. complete sentences	1. Writing Books (Copy or Compose)	1. Writing
	2. WRITE 2 - 3 PARAGRAPHS	2. Keep writing	2.	2. Writing
	3. WRITE T o p i c Sentence	3. Keep writing	3.	3. Writing

JANUARY	FEBRUARY	MARCH	APRIL	MAY
1. Double Sounds 100 Dolch words <u>Little Bear</u> books	1. Double Sounds <u>* George Washington's Breakfast</u>	1. Double Sounds 150 Dolch list <u>*Blueberries for Sal</u>	1. Double Sounds <u>*Madeleine</u>	1. Double Sounds 200 Dolch list <u>*Babar,</u> <u>* Amelia Bedelia</u>
2. Alternate Spellings <u>*Paddle to the Sea</u>	2. Alternate Spellings Biographies Abe and George	2. Alternate Spellings <u>My Father's Dragon</u>	2. Alternate Spellings <u>* Secret Garden</u>	2. Alternate Spellings
3. curriculum books	3. curriculum books	3. curriculum books	3. curriculum books	3. curriculum books
1. Suffixes	1. Prefixes	1. Antonyms	1. Synonyms	1. Homonyms
2. Classification	2. Definitions	2.	2.	2.
3. <u>Worldly Wise Book B</u>	3. <u>Worldly Wise Book B</u>	3. <u>Worldly Wise Book B</u>	3. <u>Worldly Wise Book B</u>	3. <u>Worldly Wise Book B</u>
1. Key Presentation PRONOUN	1. Key Presentations Conjunction	1. Key Presentations Preposition	1. Key Presentations Interjection Teachh I	1. Grammar Chart
2. Grammar Boxes - Pronoun	2. Grammar Boxes - Conjunction	2. Grammar Boxes Preposition	2. Grammar Boxes Interjection	2. Grammar Boxes
3. Subj/Pred/ DO Charts 1B and 1C	3. Sentence Analysis - Subj/Pred/DO	3. Adverbial Phrases by Reading Analysis Chart 2a	3. Adverbial Phrases by sentence analysis Chart 2B/2C	3. Sentence Analysis
1. Writing a report (Definitions in book form)	1.	1. Writing	1. Writing	1. Simple Paragraphs
2.		2. Writing	2. Writing	2.
3. Outlining		3. Writing	3. Writing	3. Research up to 2 pages in length.

MONTESSORI 6-9 ZOOLOGY CURRICULUM
STRIKE THE IMAGINATION ACTIVITIES

Principles to Follow:

1. Show the whole - overview
2. Strike the imagination
3. Use the real or concrete
4. Observe, name, and define
5. Extend in several areas: art, music, writing, drama, practical life
6. Go out to see the world
7. Individual activities
8. Individual research

Presentations to Do Every Year

1. Inorganic - Organic
2. Introduction to the Five Kingdoms
3. Care of Living Organisms
4. Animal Stories
5. Classification Game
6. Cordate - Non-Cordate Sorting
7. Animal Classification

Suggested Order of Presentation:

1. Fish, amphibian, reptile, bird, mammal
2. Porifera, coelenterate (cnidaria), annelid, mollusk, arthropod, echinoderm

Observation Guide

1. Observe organism
2. Draw and color organism
3. Describe what the animal does
4. Identify the kingdom, sub-kingdom, phyla of organism

Who Am I?

1. Physical description
2. Life habits
3. Interesting characteristics
4. Identify animal

Strike the Imagination Activities

1. Fish - fish in a bowl
fish to label and print
sardines to taste
visit from a fisherman
go to market, aquarium
2. Amphibian - frogs and newt in classroom
taste frogs' legs
3. Reptile - turtle visit
4. Bird - parakeet visit
cook a chicken -- taste, clean bones
beaks and food
eggs
5. Mammal - hamster visit
fur matching
6. Porifera - natural sponge in water
sponge print and painting
experiment
7. Coelenterate (cnidaria) - samples
taste jelly fish
adjective work
8. Annelid - earthworms visit
Pets in a Jar
9. Mollusks - shells and cards
snails in aquarium
draw, label, print, cook, taste (squid, octopus)
10. Arthropods - ant farm
hermit crab
crab - draw, label, cook, taste
11. Echinodermata - star fish
video - Life on Earth

Thanks to Paul Barels-Golumb

Botany Curriculum

1. Botany First Knowledge
2. Botany Classified Nomenclature
3. Main Characteristics
4. Plant Physiology
 - a. Seed bearing/spore
 - b. Circulation
 - c. Respiration
 - d. Skeleton Support
 - e. Movement
 - f. Reproduction
5. Plant Kingdom
6. Plant riddles
7. Drawing and painting specimens
8. Observing and caring for plants in classroom
9. Observing plants in nature
10. Language extensions: stories, poems, songs
11. Placing plants on world map
12. Experiments with plants



Geography Curriculum

A. Pre-Reading

1. Sandpaper globe
2. Colored continent globe
3. Flat continent jigsaw map
4. Puzzle maps/picture folders
 - a. North America
 - b. Africa
 - c. Europe
 - d. South America
 - e. Asia
 - f. Australia
 - g. Antarctica
5. Land and water forms
6. Aerial photographs of land/water forms
7. Flags, names and drawings
8. Songs from around the world.
9. Artifacts from around the world

B. Reading Stage

1. Continents and oceans
2. Countries (reading slips for puzzle maps and picture folders)
 - a. North America
 - b. Africa
 - c. Europe
 - d. South America
 - e. Asia
 - f. Australia
 - g. Antarctica
3. USA
4. Land and water forms: cards, labels, definitions, booklets, blank world maps isolating each form
5. Flags - labeling, placing on maps
6. Capitals
7. People of the Arctic, Tropical, Desert regions

History Curriculum

The Concept of Time

1. Current Events
2. Class Diary
3. Names: meanings, origins
4. Family Trees
5. Clock
6. Days of the week
7. Months of the year
8. Conventional monthly calendar
9. Personal time line: child's family child's life
10. Three Basic Tenses
11. B.C. - A.D. time-line
12. Calendar of other cultures.

Natural History

1. Creation Story and Experiments
2. Black Strip
3. Clock of Eras
4. Ribbon of Time
5. Evolution time-line

Cultural History

1. Hand Chart
2. Chart of Basic Needs and Tendencies
3. Time Line of Early Human Beings, with research
4. Time Line of Upper Paleolithic, with research
5. Question Charts, introduce with Upper Paleolithic Time Line
6. Migration Charts, introduced intermittently with cultural studies
7. Cultural Studies
 - a. River Civilizations
 - b. Classical Civilizations
 - c. Middle Ages
 - d. Renaissance
 - e. Age of Exploration
 - f. American History
 - g. State History
 - h. Local History
 - i. Peace Efforts

Curriculum Guide**Kindergarten****I. Language**

Through this area of the curriculum the Kindergartener will learn skills necessary for reading and writing. The Language area provides opportunities to hear and use precise vocabulary, and uses concrete materials that are supportive of the spoken language. There are early language activities as well as twenty-six letters of the alphabet and their sounds. Children have the opportunities to go on and express themselves through writing, and later, they begin composing words, sentences and whole stories. Children learn "language" is a way of storing knowledge about the world.

Goals of Language Area

1. Children will develop an awareness of phonics and its usefulness to derive meaning from the whole text.

To indicate progress toward the goal, children will:

- a. Recognize the sounds of all the letters of the alphabet.
- b. Identify initial and final sounds in words.
- c. Develop the ability to differentiate vowel sounds.
- d. Gain the skill of blending letters into words and phrases.

2. Children will begin to develop a "sight" vocabulary.

To indicate progress toward the goal, children will:

- a. Decode labels in classroom.
- b. Decode "sight" words on signs and posters.
- c. Recognize "sight" words in pre-primers and primers.

-2-

3. Children will begin to use grammar symbols to learn the use of parts of speech.

To indicate progress toward the goal, children will:

- a. Recognize nouns as names of persons, places or things.
- b. Recognize verbs as "action" words.
- c. Recognize articles and adjectives as "helping" words.

4. Children will explore and interact with a variety of written materials in order to become enthusiastic, independent readers.

To indicate progress toward the goal, children will choose to:

- a. Spend time in the reading area.
- b. Begin writing in journals.
- c. Begin composing their stories in writing.
- d. Practice reading a variety of materials (poster, signs, experience stories, labels, notes)

Language Curriculum

A. Pre-reading

Matching

- Development of visual discrimination and oral language

Categorizing

- Development of oral language and comprehension skills

Opposites

- Development of oral language and comprehension skills

Sequence cards

- Development of oral language and comprehension skills

Rhyming

- Refine the auditory sense and develop oral language

Sandpaper letters

- Learn to associate sounds with letters and to learn muscular, tactile sense of the configuration of letters

Sound recognition

- Refine auditory discrimination by isolating the beginning sounds

Beginning consonants – Phonetic object boxes and cards

- Reinforce knowledge of beginning sounds

Short vowels

- Discriminate vowels in the middle position

Blending (CV, CVC, CCVC, CVCC)

- Learn to blend a consonant with a vowel

-3-

B. Reading**Moveable Alphabet**

- Introduction to word building and to reinforce sounds and blending

Word Recognition – Phonetic object boxes

- Learn a group of sounds represented by graphic symbols produce a written word

Sight Words

- Develop visual memory of non-phonetic words

Upper case / lower case association

- Learn the upper case letters and sequence of the alphabet

Label the Environment

- Associate written word with familiar environmental items

Word family boxes

- Reinforce word building skills

Puzzle words

- Learn to work with compound words

Digraphs

- Learn beginning and ending consonant digraphs

Vowel Digraphs

- Learn the various phonetic elements used in words, short and long vowels

Phonograms

- Learn symbols representing a spoken sound

Syllables

- Learn to segment a word

Oral Reading

- Makes meaningful oral contributions at circle time, shows interest and handles book appropriately, reads aloud, listening skills

Sustained Silent Reading

- Develops concentration and focus towards storytelling of good children's literature, tracks print from left to right

Reading Strategies

- Participates in retelling, predicting, using picture cues, peer discussions, and using context cues

Book Discussion

- Participates in shared reading discussions and retells story in sequence

Phonics Workbook

- Reinforces reading skills in worksheet form

-4-

C. Grammar**Noun**

- Learn "noun" is a naming word and prepare for sentence analysis and composition

Article

- Learn the function of the definite and indefinite article

Verb

- Learn the function of the verb and prepare for sentence analysis and composition

Adjective

- Learn the function of the adjective and prepare for sentence analysis and composition

Adverb

- Learn the function of the adverb through oral games

Preposition

- Learn the function of a preposition through oral games

Conjunction

- Learn the function of a conjunction through oral games

D. Writing**Moveable Alphabet**

- Demonstrates interest in writing words and draws pictures using details

Moveable Alphabet

- Demonstrates temporary spelling when building sentences and has knowledge of punctuation and capitalization with written phrases

Journal

- Writes stories, poems and grammatically correct sentences with an introduction to paragraphs

E. Handwriting**Metal Insets**

- Preparation for writing and to acquire control and coordination

Sandpaper letters

- Learn to form letters and develop finger and wrist control

Sand tray

- Learn to form letters and preparation to write with a pencil

Cursive Strokes

- Preparation for correct pencil hold and formation of manuscript letters

Correct pencil grip

- Development of finger and wrist muscle and proper posture

Cursive - upper and lower case

- Formation of alphabet in cursive style

Numbers

- Formation of numbers

Name- first and last

- Formation of name with upper case and lower case

F. Spelling

- Reads grade level high frequency words

II. Math

In Math, manipulatives are the keys to solid learning. Through Piaget's research, the need for the child's interaction with concrete materials became clear. Children must have the opportunity to work, to manipulate and to observe the effects of their actions. In the Montessori classroom, many foundations of solid mathematical thinking are laid in the Practical Life and Sensorial areas. Classification, seriation, one-to-one correspondence, patterning, same/different, large, small and a host of other concepts involving shape, time, and measure are found in materials of those two areas. Therefore, the child does not come to the math area without a background on which to build.

Goals of Math Area

1. The child will understand the concepts of sorting and patterning.

To indicate progress toward the goal, children will:

- a. See # 1- 4 in Sensorial Area.

2. Children will develop an understanding of quantity and the relationship/association of quantity and symbol.

To indicate progress toward the goal, children will:

- a. Identify and write numerals 0 - 100.
- b. Understand one to one correspondence of objects.
- c. Connect symbols to concepts by counting real objects in a variety of ways.
- d. Associate quantity and symbol from 1 - 9000.
- e. Understand sets that show greater, less and equal.
- f. Count to 100.

3. Children begin exploring the meaning of addition, multiplication, division and subtraction using the golden bead material of the decimal system.

To indicate progress toward the goal, children will:

- a. Use the golden bead material of the decimal system to create joining and separating sets.
- b. Use language patterns to describe the action of addition, multiplication, division and subtraction (e.g. how many, all together, take away).
- c. Using manipulatives (decimal system) to record simple addition, multiplication facts (4 digits).

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4. Children will explore, name, compare, classify solid shapes and plane figures.

To indicate progress toward the goal, children will:

- a. See #2 in Sensorial Area.

5. Children will explore the concepts of height, length, weight using estimation, common objects and non-standard units.

To indicate progress toward the goal, children will:

- a. Estimate and measure the length of objects using common objects.
- b. Estimate and measure the weight of objects using a balance and common objects (baric tablets, teddy bear counters).
- c. Estimate and find the capacity of a given container using common objects (scoops, paper cups).
- d. Recognize and identify standard tools and units for measuring length, mass and liquid capacity.

6. Children will explore the passage of time / relate it to everyday events.

To indicate progress toward the goal, children will:

- a. Order events before, after, first, next and last.
- b. Relate time to everyday activities (breakfast, bedtime).
- c. Recognize and identify calendars, analogical and digital clocks and
- d. Tools to measure time; be able to tell time on the hour and half-hour.

7. Children will explore the relationship between data and graphs.

To indicate progress toward the goal, children will:

- a. Collect and organize data for graphs.
- b. Create graphs using real objects and pictorial representations.
- c. Construct and read graphs horizontally and vertically.
- d. Interpret and state what a graph shows.

8. Children will explore concept of fractions through sharing equal parts of a group or a whole.

To indicate progress toward the goal, children will:

- a. Create fair shares among each other in small groups.
- b. Relate halves to real life objects and fair shares.

-7-

9. Children will be introduced to and explore problem solving strategies used to solve mathematical problems.

To indicate progress toward the goal, children will:

- a. Use activities involving real objects.
- b. Draw a picture.
- c. Use data from a graph to solve a problem.
- d. Begin to use logical reasoning and estimation.

10. Children will use oral and written language skills to clarify, organize and extend mathematical learning.

To indicate progress toward the goal, children will:

- a. Draw a picture to illustrate a problem or solution.
- b. Use words to describe a math problem or concept.

Math Curriculum

A. Pre-Math

Pre-Math Skills

- Develops skills of comparing, one-to-one correspondence, sets, estimating, attributes and problem solving
- Develop understanding of greater than / less than / equal to

B. Numeration / 0 -10

Number Rods

- Learn quantity and names of numbers one to ten

Sandpaper Numerals

- Associate symbol with name of numeral and develop tactile and kinesthetic sense of writing numerals

Ordinals, Cardinals, Number Words

- Develop understanding of different ways of counting and their written names

Spindle Boxes

- Associate quantity with symbol and introduce concept of zero

Cards and Counters

- Learn the concept of odd and even, give visual picture of sets and place numbers in sequence

Memory Game

- Develop a memory for numerals

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C. Decimal System

Golden Beads Introduction

- Associate student with concrete golden bead material and names; one, ten, hundred and thousand

Layout of Symbols

- Associate student with the symbols of the numerals; 1, 10, 100, 1000

Wooden Hierarchical Material / Bank Game

- Reinforce association of quantity/symbol by forming complex numbers

Formation of Quantity and Symbol / Magic Slide

- Learn how to form and read complex numbers associating quantity and symbol with all categories of Golden Bead Material

D. Golden Beads – Stamp Game – Small Bead Frame

Static Addition

- Develop concept of addition visually and learn meaning of mathematical terms; plus, equal, sum, etc.

Static Multiplication

- Develop concept of multiplication visually and learn meaning of mathematical terms; times, multiply and product

Static Division

- Develop the concept of division and learn the mathematical terms of divisor, quotient and dividend

Static Subtraction

- Develop the concept of subtraction and learn the meaning of the mathematical terms; minus, remainder and difference

Dynamic Addition

- Learn the concept of exchange/ regrouping used in addition

Dynamic Multiplication

- Learn the concept of exchange/ regrouping used in addition

Dynamic Division

- Learn the concept of exchange used in division

Dynamic Subtraction

- Learn the concept of borrowing used in subtraction

E. Linear – Beyond Ten

Sequin Tables - Teen Board

- Associate quantity/symbol, and learn names and sequence of 11 to 19

Ten Board

- Associate quantity and symbols, and learn names and sequence of the 10's

Hundred Board

- Reinforce understanding of sequence of numbers 1 to 10 and reinforce terms ending in teen and of twenty, thirty, forty, etc.

Squaring and Cubing Chains

- Develop sensorial experience and relationships with bead chains

Bead Cabinet

- Introduce skip counting and reinforce counting in sequence

Dot Game

F. Memory Work

Addition – Snake game, + Strip Board, + Charts

- Learn addition with both concrete and abstract materials, introduce worksheets

Multiplication – Bead Bars, X board, X Charts

- Learn multiplication with both concrete and abstract materials, introduce worksheets

Division – Division with golden beads, Unit division Board, Division Charts

- Prepare for division in the abstract and written form

Subtraction – -Strip Board, - Snake Game

- Prepare for subtraction in the abstract and written form

Flash Cards

- Reinforce memorization of number facts through repetition

G. Fractions

Family names; whole, half, thirds, fourths ... tenths

- Introduction of concrete materials that can be broken into parts, oral language of fractions

Fraction Spindles – 1 to $\frac{1}{4}$

Fraction Circles – 1 to $\frac{1}{10}$

H. Money

Coins

Addition and Subtraction of Coins

Making Change

I. Geometry

Geometric Solids

Geometry Cabinet

J. Measurement

Inch, foot, yard

Weight

Temperature

III. Practical Life

Through this area of the curriculum the Kindergartener learns skills necessary for care of self, care of the environment, as well as applying lessons of grace and courtesy in everyday life. The child even more importantly begins to focus and concentrate on the activity he chooses, learns how to work independently and in small groups, begins to coordinate his muscles and movements, and develops an order and sequence in the cycle of work he is attending to.

Goals of Practical Life Area

1. Children will develop the ability to concentrate and focus on activities that are developmentally appropriate.

To indicate progress toward the goal, children will:

- a. Work with and complete activities that are both practical and appealing to a child.
- b. Discover and correct their mistakes.
- c. Be able to complete activities containing a number of sequential steps.

2. Children will display a refinement of small-motor control preparing them for writing.

To indicate progress toward the goal, children will:

- a. Be able to handle delicate materials successfully.
- b. Be able to use small motor control for practical uses, e.g. sewing, polishing, etc.

3. Children will develop a sense of order, which prepares them for seeing relationships in Math and Language.

To indicate progress toward the goal, children will:

- a. Visually see the order on each shelf, remembering where to return their material.
- b. Work in a sequential manner, following the set-up in the environment which progresses from simple to more complex, from concrete to abstract.

4. Children gain self-confidence and independence and are able to take care of themselves and their environment.

To indicate progress toward the goal, children will:

- a. Be able to zip, button, etc. enabling them to put on outer clothing.
- b. Prepare and eat their snack when they are hungry.
- c. Clean the snack table to prepare for the next person.
- d. Care for plants and animals in the environment.
- e. Respect and help each other when it is called for.
- f. When completing an activity, will always clean up and get their work ready for the next person.

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Practical Life Curriculum

A. Respect

Work independently with supervision
Take responsibility for words and actions
Follow school and classroom rules
Respect people and materials
Use appropriate manners
Speak in a quiet voice

B. Indoor Environment

Laying out a rug

- Develop order, concentration, coordination and independence and designate work space

Carrying a Tray

- Preparation for all the carrying exercises

Pouring; spooning; tonging; twisting

- Develop order, concentration, coordination and independence and learning the described skill

Sorting

- Develop order, concentration, coordination and independence and learning to sort or match items

Sewing; Weaving

- Refinement of hand movement coordination

Table Washing / Table Setting

- Develop OCCI and care of environment skills

Folding / Cloth washing

- Develop OCCI and learn to fold, preparation for other social activities

Cutting / Food preparation

- Develop OCCI and simple food preparation skills

Clearing / Polishing

- Develop OCCI and care of environment skills

Flower Arranging

- Develop OCCI and estimation, aesthetic appreciation.

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C. Grace and Courtesy

Please, thank you, you're welcome

- Develop polite social skills

Quiet Voices

Sharing

Conflict resolution

Peace curriculum

D. Outdoor Environment

Recycling

Gardening

Bird Feeder

E. Personal Care

Hand Washing

- Develop proper hygiene habits

Grooming

Dressing Frames

Nutrition

Exercise / Yoga

F. Movement

Walking on the line

Demonstrate: run, leap, jump, skip, hop, gallop and slide

Good posture

Finger plays

Dance

Climbing

Outdoor games / Recess

Gym

IV. Sensorial

Through this area of the curriculum the Kindergartener learns skills necessary for the refinement of the five senses. The Sensorial area provides opportunity for growth and is rich in perceptual activities that further refine the sense of sight, hearing, touch, smell and taste. The sensorial materials offer concrete experiences with geometric sizes and shapes, along with the proper names that help the child internalize the perception and begin to build the concepts that will be necessary in the academic areas.

Goals of Sensorial Area

1. Children will refine visual discrimination and recognize likeness and differences in sizes.

To indicate progress toward the goal, children will:

- a. Be able to build "tower of cubes", recognize and name differences in largest to smallest.
- b. Be able to build "broad stairs", recognize and name differences in thick to thin.
- c. Be able to build "long rods", recognize and name differences in longest to shortest.

2. Visual discrimination is further enhanced through the children's work with geometric materials.

To indicate progress toward the goal, children will:

- a. Be able to recognize and name the geometric solids (11).
- b. Learn how to create/name triangles, rectangles, hexagons, rhombi and parallelograms.
- c. Visually assemble binomial and trinomial cubes.

3. Children will further refine the tactile and olfactory sense using materials that are concrete.

To indicate progress toward the goal, children will:

- a. Work successfully with rough and smooth activities.
- b. Work successfully with hard and soft activities.
- c. Work successfully with matching smelling activities (spices, fruit extracts, herbs, etc.)

4. Children will refine their auditory sense and be able to hear differences in sounds.

To indicate progress toward the goal, children will:

- a. Be able to match and grade the sound cylinders.
- b. Be able to match the musical scale by use of the bells.
- c. Be able to match their voice to the tone of the bells.

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Sensorial CurriculumA Sensorial

Solid Cylinders

- Development of visual discrimination of size, concentration and independence

Pink Tower

- Development of visual discrimination of differences in size and introduction of oral language – “large” and “small”

Broad Stair

- Development of visual discrimination of width and introduction of oral language - “thick” and “thin”

Long Rods

- Development of visual discrimination of length and introduction of oral language – “long” and “short”

Knobless Cylinders

- Development of judgment of size through discrimination of graduations of thickness and height

Color Tablets

- Development of visual discrimination of color and introduction of color names

Geometric Solids

- Learn tactilely the three-dimensional shape and the names of the geometric forms

Geometric Cabinet

- Development of visual discrimination of plane geometric forms and their names

Constructive Triangles

- Development of visual discrimination of a plane form and the various shapes that join to create other plane forms: equilateral triangle, hexagons, rectangles
- Preparation for mathematics in the area of geometry

Binomial Cube / Trinomial Cube

- Development of visual discrimination in a three dimensional form
- Preparation for the mathematical concept involved in the binomial and trinomial theorem

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Touch Boards / Touch Tablets

- Development of the tactile sense and discrimination between rough and smooth

Fabrics

- Development of the tactile sense through the use of various fabrics

Mystery Bag

- Development of the tactile sense and concept the objects exist even when not seen

Thermic Bottles

- Development of the thermic sense and preparation for language

Sound Cylinders / Bells

- Development of the auditory sense and preparation for phonetics, reproduction of musical sounds with the voice

Smelling Jars

- Development of the olfactory sense

B. Art

Crayoning, cutting, gluing

Primary and Secondary colors

Color Theory

Painting

Composition / Mosaic

Sculpture

Artists and their work

Art History

Visual Art

C. Music

Bells

Music History

Perform -- sing, play bells

Create -- songs, rhythms

V. Cultural – Social Studies

Through the next two areas of the curriculum the Kindergartener learns science is a way of making sense of the natural world. The child will become familiar with the natural world through hands-on experiences and concrete materials. Children will become more respectful and aware of the unity, diversity and the fragility of the world.

Goals of Social Studies Area

1. Children will understand that the earth is made up of land, air and water. This extends to hands-on experiences with globes, maps, landforms, cultural enrichment and the cosmos.

To indicate progress toward the goal, children will:

- a. Observe and identify land, air and water through objects, pictures, globes and maps.
- b. Observe and identify continents and oceans on maps.
- c. Observe and identify directions of N S E W.
- d. Observe and identify land and water forms.
- e. Discover cultures through books, food, language, dance and festivals.
- f. Observe and identify parts of a flag.
- g. Observe and identify the sun, moon and planets.

Social Studies Curriculum

A. History

Calendar

Time; hour, ½ hour, ¼ hour: five-minute intervals, days of the week, and months of the year

Time lines

Weather - temperature

Seasons

B. Geography

Land, air, water

Land and Water – Montessori Globe

Continents – Montessori Globe

Continent Maps

Cultural Enrichment

Directions

Land and Water Forms

Flags

Solar System

C. Spanish

Speaking

Derive meaning from visuals

Understand simple questions and commands

Write simple words

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VI. Cultural – Science

Goals of Science Area

1. Children will understand the difference between living and non-living things and know that living things have basic needs, go through predictable life cycles and interact in the environmental systems.

To indicate progress toward the goal, children will:

- a. Identify and classify familiar objects as living and non-living.
- b. Observe and identify the parts, the needs, and the growth of plants.
- c. Observe, identify animals in their habitat; discuss their basic needs.
- d. Observe that plants and animals go through a predictable life cycle.

2. Children will understand how sense organs inform them about their environment and enable them to group objects based on information from their senses.

To indicate progress toward the goal, children will:

- a. Use senses to experience objects.
- b. Classify objects based on observable characteristics.
- c. Describe objects in terms of the materials they are made of.
- d. Observe and compare the physical properties of objects (i.e., color, size, shape weight, texture).
- e. Analyze and compare properties of matter in small and large amounts.

Science Curriculum

A. Zoology

Living / Non-living
Vertebrates / Invertebrates
Animal Puzzles
External Parts of Animals
Animal Care

B. Physical Science

Scientific process
Solid / Liquid / Gas
Magnets
Gravity
Friction
Heat
Weight
Electricity
Weather – Climates – Biomes
Water Cycle
Rocks / Fossils

C. Botany

Parts of a Plant
Parts of a Flower
Parts of a Leaf
Parts of a Seed
Parts of a Mushroom
Nature walks
Gardening / Plant Care

KINDERGARTEN

KINDERGARTEN

LANGUAGE ARTS

A. Meaning and Communication

The learner will:

- Activate prior knowledge;
- Comprehend meaning from picture and text;
- Listen to and interpret a variety of literature;
- Recognize cover, title, author and illustrator;
- Draw a conclusion from implicit information in a passage read aloud by the teacher.

B. Language Mechanics

The learner will:

- Identify appropriate verb tense;
- Identify and develop the use of capitalization, spacing and periods;
- Identify the end marks for an orally read sentence;
- Show an understanding of the use of apostrophes in contractions;
- Identify language patterns and rhymes; and
- Communicate ideas (written, oral, pictorial, electronic text).

C. Listening

The learner will:

- Demonstrate comprehension by listening to a story selection and then retelling the story (including the main characters, the setting and details in sequential order);
- Draw a conclusion from implicit information in a passage read aloud by the teacher;
- Analyze the characters in an orally read passage;
- Listen and follow directions; and
- Order events in correct sequence.

D. Literature

The learner will:

- Enjoy interactions with books;
- Identify setting, characters, problems, events and solutions in literature;
- Understand story sequence; and
- Identify the main idea in an orally read passage.

E. Voice

The learner will:

- Explain personal selections in reading and writing.

F. Skills and Processor

The learner will:

- Read simple words from familiar text books, such as nursery rhymes and short stories;
- Identify a letter of the alphabet whose name is read orally;
- Recognize and write upper and lowercase letters;
- Identify initial letter sounds;
- Build sight word recognitions; and

- Demonstrate comprehension of text meaning using word and picture clues, predictions, and questions.

F. Genre and Language

The learner will:

- Identify the author's purpose in a given passage; and
- Explore books of a favorite author.
- Identify and develop the use of capitalization, spacing and period.

G. Text Understanding (Application)

The learner will:

- Demonstrate one to one match of print with spoken word;
- Develop word awareness through a print rich environment; and
- Demonstrate book-handling skills (cover, title page, top-to-bottom, let-to right).

H. Inquiry and Research

The learner will:

- Use technology, text, observation and dialogue with guided research, and
- Classify pictures and objects.

I. Critical Standards

The learner will:

- Respond to personal and shared writings and projects; and
- Arrange a given series of sentences in sequential and logical order.

MATHEMATICS

A. Whole Numbers and Numeration

The learner will:

- Use models to recognize, match and name whole numbers;
- Place the whole numbers 0-20 in sequential order;
- Count orally 0-100;
- Count and write simultaneously 0-20; and
- Observe the presence of numbers in daily lining.

B. Geometry

The learner will:

- Apply the following geometric terms in discussing and comparing figures and shapes: symmetry, curves, and lines;
- Identify and reproduce the geometric shapes of circle, square, rectangle and triangle using manipulatives;
- Differentiate between common shapes using manipulatives;
- Locate common shapes in the surrounding world; and
- Identify a cube, cone, and cylinder.

C. Measurement*The learner will:*

- Use measurement terms to describe and compare objects by weight, length, time and temperature using the appropriate tools;
- Using a variety of manipulatives for standards of measurement;
- Demonstrate the concept of time using the calendar model;
- Identify position of the days of the week;
- Identify days of the week and months of the year; and
- Identify specific dates on a given calendar.

D. Probability and Statistics*The learner will:*

- Construct graphs using manipulatives;
- Describe how two objects are the same and different; and
- Categorize objects (e.g., books) by size and weight.

E. Problem Solving and Logical Reasoning*The learner will be able to:*

- Discuss a problem; and
- Predict and evaluate possible solutions.

F. Data Analysis*The learner will:*

- Identify common attributes;
- Create groups of more/less than 10 using manipulatives;
- Create groups of bigger/smaller using manipulatives; and
- Observe the presence of classification and sorting in one's surrounding.

SCIENCE**A. Constructing New Scientific Knowledge***The learner will:*

- Observe the world using the five senses;
- Generate reasonable questions about the world based on observations;
- Develop solutions to unfamiliar problems through reasoning, observation and/or experiment; and
- Construct charts and graphs and prepare summaries of observations.

B. Reflecting on Scientific Knowledge*The learner will:*

- Develop an awareness of the need for evidence in making decisions scientifically; and
- Describe the relationship of science to other forms of creative expression such as language arts and fine arts.

C. Life Science*The learner will:*

- Explain characteristics and functions of observable body parts in a variety of animals;
- Compare and contrast food, energy, and environmental needs of selected organisms,

- Give evidence that characteristics are passed from parents to young; and
- Describe the basic requirements of all living things to maintain their existence.

D. Physical Science

The learner will:

- Classify common objects and substance according to observable attributes; color, size, shape, smell, hardness, texture, flexibility, length, weight, buoyancy, states of matter, magnetic properties;
- Describe how forces (pushes or pulls) are needed to speed up, slow down, stop, or change direction of a moving object;
- Describe possible electrical hazards to be avoided at home and at school; and
- Describe common physical changes in matter-size, shape, melting, and freezing.

E. Earth Science

The learner will:

- Describe major features of earth's surface;
- Recognize and describe different types of earth materials;
- Describe seasonal changes in weather;
- Describe the atmosphere;
- Describe weather conditions and climate; and
- Describe the motion of earth and moon around the sun.

SOCIAL STUDIES

A. Historical Perspective

1. Time and Chronology

The learner will:

- Be introduced to the use of analog and digital clocks to develop a sense of time;
- Use weeks, months, years as intervals of time;
- Develop an awareness of historical past, present, and future events in the context of their lives; and
- Organize pictures to show a sequence representing events from their lives and the lives of others.

2. Comprehending the Past

The learner will:

- Identify who was involved, what happened and where it happened in stories and events about the past; and
- Become familiar with events of famous women and men representing variety from the past.

3. Analyzing and Interpreting the Past

The learner will:

- Research and retell events of personal family history; and
- Explain why accounts of the same event differ.

4. Judging Decisions From the Past

The learner will:

- Understand and evaluate decisions made by others as reported in stories.

B. Geographic Perspective

1. People, Places, and Culture

The learner will:

- Recognize distinctive land and water features.

2. Human/Environments Interaction

The learner will:

- Identify basic human needs;
- Distinguish between human needs and wants; and
- Develop awareness that the environment affects people.

3. Location, Movement and Connections

The learner will:

- Identify sites of community services within their surroundings;
- Be introduced to basic map skills; and
- Understand that people and places in other locations influence others.

4. Regions, Patterns and Processes

The learner will:

- Identify the features and boundaries of their neighborhoods;
- Compare their community and neighborhood with others; and
- Describe changes in the neighborhood.

C. Civic Perspective

1. Purposes of Government

The learner will:

- Develop an awareness of who makes our laws and rules; and
- Understand the need for rules and the consequences for breaking them.

2. Ideas of American Democracy

The learner will:

- Identify aspects of school and community life that illustrate fairness and freedom; and
- Recognize that when they choose to act fairly, their conflicts may be resolved.

3. American Government and Politics

The learner will:

- Become aware that members of a group can make fair decisions; and
- Develop an awareness of ways that individuals influence each other.

4. American Government and World Affairs

The learner will:

- Develop an awareness that events happen in different parts of the world.

D. Economic Perspective

1. Individual and Household Choices

The learner will:

- Identify goods and services.

2. Role of Government

The learner will:

- Develop an awareness that goods and services may be provided by the government; and
- Identify the goods and services their school and personnel provide.

3. Economic Systems

The learner will:

- Distinguish between producers and consumers.

4. Trade

The learner will:

- Understand that goods and services create jobs; and
- Be introduced to U.S. coins and currency.

E. Inquiry

1. Information Processing

The learner will:

- Understand that there are various sources of information; and
- Organize gathered information to make simple maps and graphs.

2. Conducting Investigations

The learner will:

- Develop research skills to answer questions; and
- Communicate the results of the investigation.

F. Public Discourse and Decision Making

1. Identifying and Analyzing Issues

The learner will:

- Discuss various school issues of concern; and
- Become aware that others have opinions.

HEALTH

The learner will:

- Name the visible parts of the body;
- Explore the five senses;
- Demonstrate an awareness of the proper care of teeth;
- Practice good hygiene habits;
- State the differences between poisons, medicines, and other drugs;
- Demonstrate saying an assertive no;
- State what to do if one is in an uncomfortable situation;

- Identify that feelings are associated with physical illness;
- Note symptoms of feelings that should be reported to adults; and
- Discuss the importance of eating a well-balanced diet.

PHYSICAL EDUCATION

The learner will:

- Demonstrate awareness of fitness components (i.e., cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition);
- Demonstrate creative movement;
- Demonstrate motor skills utilizing objects (i.e. bells, beanbags, hoops, ropes);
- Exhibit body awareness, time, space and direction; and
- Demonstrate awareness of physical activities leading toward a healthy lifestyle.

ART

A. Aesthetic Perception

The learner will:

- Recognize design elements and principles (line, color, value, shape, texture, space, rhythm balance and variety) in forms that are material and of human origin.

B. Artistic Knowledge and Skills

The learner will:

- Develop artistic skills to express and communicate experiences;
- Use drawing and painting techniques to depict feelings and moods; and
- Explore design principles by recognizing basic shapes, lines, and colors.

C. Acquire Knowledge of Historical and Cultural Development

The learner will:

- Recognize the function of visual arts in the community by describing ways people are involved in them.

D. Nature and Environment

The learner will:

- Describe works of art, nature and other objects within the total environment by developing design elements.

MUSIC

A. Vocal Music

The learner will:

- Demonstrate the difference between singing and speaking;
- Recognize melodic contour orally and respond with musical movements;
- Recognize that music is arranged in sections that are alike or different;
- Become familiar with diverse styles of music through listening;
- Demonstrate purposeful movement to various styles of music;
- Recognize and identify simple rhythmic notation;
- Recognize the difference between the voices of children and adults; and

B-6

- Recognize and identify simple rhythmic notation;
- Demonstrate the ability to perform a steady beat on classroom instruments;
- Use variety of traditional and non-traditional sound sources and electronic media when exploring and creating music; and
- Be aware of a variety of classroom percussion instruments.

The learner will:

B. Instrumental Music

- Develop an appreciation for the intrinsic value of music.

Montessori**Made****Manageable, Inc.****3-6 CORRELATION OF MONTESSORI
WITH MICHIGAN STATE STANDARDS****"Practical Solutions to Managing Your Montessori Environment"**

For Purposes of Record Keeping and Lesson Plans:

these students receive lessons with three year olds (color coded - green)

For Purposes of Record Keeping and Lesson Plans:

these students receive lessons with four year olds (color coded - blue)

For Purposes of Record Keeping and Lesson Plans:

these students receive lessons with five year olds (color coded - red)

- * Indicates student above age level in instruction
- ** Indicates student below age level in instruction

Montessori and Michigan State Standards

Received Time Aug. 23. 1:34PM

Montessori Made Manageable, Inc. works with many school districts around the country correlating the district, state, or national objectives to the other curriculums.

...is correlation can be used best in conjunction with a lesson plan and/or an individualized education plan. We suggest that teachers plan their group and individual student lessons with these forms in front of them.

This document is useful to the district, the administration, the teacher and most importantly to the student, ensuring that they have been presented the entire curriculum.

The Michigan State Standards have been correlated to the Montessori curriculum. We have created a binder with the master copies of all correlations. Each level is printed in parchment to assist teachers in reviewing the correlation. These are in sheet protectors for your viewing. The white sheets can be taken out for copies to be made easily. You are receiving a binder with the blacklines for each of the correlations and a disc with the entire correlation.

We hope you find the actual correlation format to be easy and efficient to use. The correlations for elementary are broken down into four areas: Language, Math, Social Studies and Science. Within each area, the sequence of lessons or skills is typed in bold at the top of each box. This is the Montessori curriculum. Underneath the bold heading, you will find the letters and numbers taken directly from the Michigan State Standards. When the Michigan State Standard does not fit into the Montessori curriculum, it is located under the subject area.

Next to each lesson box, you will find a section marked date of instruction. Here a teacher will write the date the lesson was taught. There are extra spaces to record each time the lesson was presented if more than once.

STATE	LEARNING AREA	STRAND	CONTENT STANDARD	GRADE-LEVEL	BENCHMARK
MI	ELA	I	1.	EE	1.
Michigan	English Language Arts	Meaning and Communication	All students will read and comprehend general and technical material.	Early Elementary	Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.

The code for subject areas are:

English – Language Arts	ELA
Mathematics	MAT
Health	HE
Physical Education	PE
Career and Employment Skills	CES
Art	ART
Social Studies	SOC
Science	SCI
Technology	TECH

3-6 CORRELATION OF MONTESSORI WITH MICHIGAN STATE STANDARDS

Received Time Aug. 23. 1:34PM

LANGUAGE

ENGLISH - LANGUAGE ARTS STRANDS

	Code
MEANING AND COMMUNICATION	I
LANGUAGE	II
LITERATURE	III
VOICE	IV
SKILLS AND PROCESSES	V
GENRE AND CRAFT OF LANGUAGE	VI
DEPTH OF UNDERSTANDING	VII
IDEAS IN ACTION	VIII
INQUIRY AND RESEARCH	IX
CRITICAL STANDARDS	X

Pre-Reading

	Date of Instruction
Sandpaper Letters	
Sound Recognition <i>MI.ELA.1.1. All students will read and comprehend general and technical material.</i> <i>MI.ELA.1.1.EE.4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.</i>	
Letter Name	
ABC Board	
atching (object / object, object / picture, picture / picture, word / word)	
Beginning Consonant (phonetic object boxes & cards) <i>MI.ELA.1.1. All students will read and comprehend general and technical material.</i> <i>MI.ELA.1.1.EE.4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.</i>	
Short Vowels Sounds	
Blending Sounds (CV, CVC, CCVC, CVCC)	
Sequence Cards	
Opposites	

Reading

	Date of Instruction
Word Recognition (phonetic object boxes) <i>MI.ELA.1.1. All students will read and comprehend general and technical material.</i> <i>MI.ELA.1.1.EE.3. Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</i> <i>MI.ELA.1.1.EE.4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.</i>	

Word Recognition (moveable alphabet) <i>MI.ELA.1.1. All students will read and comprehend general and technical material.</i> <i>MI.ELA.1.1.EE.3. Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</i> <i>MI.ELA.1.3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</i> <i>MI.ELA.1.3.EE.6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</i>	
Matching (picture to word, word to word)	
Label the Environment	
Word Family Boxes	
Puzzle Words	
Digraphs	
Phonograms <i>MI.ELA.1.1. All students will read and comprehend general and technical material.</i> <i>MI.ELA.1.1.EE.4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.</i>	
Short Vowels	
Long Vowels	
Rhyming	
Syllables	
Oral Reading / Circle Time <i>MI.ELA.1.1. All students will read and comprehend general and technical material.</i> <i>MI.ELA.1.1.EE.5. Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</i> <i>MI.ELA.IV.6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</i> <i>MI.ELA.IV.6.EE.1. Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.</i> <i>MI.ELA.IV.6.EE.2. Experiment with the various voices they use when they speak and write for different purposes and audiences.</i> <i>MI.ELA.IV.6.EE.4. Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and literacy interviews.</i> <i>MI.ELA.VI.8. All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.</i> <i>MI.ELA.VI.8.EE.3. Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.</i>	
Silent Reading	

Grammar

Date of instruction

Articles

Adjective

Logical Adjective Game / Detective Adjective Game	
Noun	
Adverb	
Preposition	
Conjunction	
Pronoun	
Interjection	

Writing	
	Date of instruction
The History of Writing	
Moveable Alphabet - Words, Sentences	
Moveable Alphabet - Stories	
Journal / Stories	
MI.ELA.1.2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	
MI.ELA.1.2.EE.1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	

Handwriting	
	Date of instruction
Sandpaper Letters	
Directional Lines	
Metal Insets	
Manuscript (upper and lower case)	
Cursive (upper and lower case)	
Sandpaper Letters	
Numbers	
Name (first, last)	

Additional Language - Not Included in Montessori	
	Date of instruction
MI.ELA.1.1. All students will read and comprehend general and technical material.	
MI.ELA.1.1.EE.1. Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.	
MI.ELA.1.1.EE.2. Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	

<p><i>MI.ELA.I.2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</i></p> <p>MI.ELA.I.2.EE.2. Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.</p> <p>MI.ELA.I.2.EE.3. Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.</p> <p>MI.ELA.I.2.EE.4. Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.</p>	
<p><i>MI.ELA.I.3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</i></p> <p>MI.ELA.I.3.EE.1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>MI.ELA.I.3.EE.2. Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response.</p> <p>MI.ELA.I.3.EE.3. Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.</p> <p>MI.ELA.I.3.EE.4. Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.</p> <p>MI.ELA.I.3.EE.5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>MI.ELA.I.3.EE.7. Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.</p> <p>MI.ELA.I.3.EE.8. Respond to the ideas or feelings generated by texts and listen to the responses of others.</p>	
<p><i>MI.ELA.II.4. All students will use the English language effectively.</i></p> <p>MI.ELA.II.4.EE.1. Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks.</p> <p>MI.ELA.II.4.EE.2. Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.</p> <p>MI.ELA.II.4.EE.3. Demonstrate awareness of words that have entered the English language from many cultures.</p> <p>MI.ELA.II.4.EE.4. Become aware of and begin to experiment with different ways to express the same idea.</p> <p>MI.ELA.II.4.EE.5. Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.</p>	
<p><i>MI.ELA.III.5. All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</i></p> <p>MI.ELA.III.5.EE.1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>MI.ELA.III.5.EE.2. Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p> <p>MI.ELA.III.5.EE.3. Describe how characters in literature and other texts can represent members of several different communities.</p> <p>MI.ELA.III.5.EE.4. Recognize the representation of various cultures as well as our common heritage in literature and other texts.</p> <p>MI.ELA.III.5.EE.5. Explain how characters in literature and other texts express attitudes about one another.</p>	

<p><i>MI.ELA.IV.6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</i></p> <p><i>MI.ELA.IV.6.EE.3. Explore works of different authors, speakers, and illustrators to determine how present ideas and feelings to evoke different responses.</i></p>	
<p><i>MI.ELA.V.7. Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</i></p> <p><i>MI.ELA.V.7.EE.1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</i></p> <p><i>MI.ELA.V.7.EE.2. Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.</i></p> <p><i>MI.ELA.V.7.EE.3. Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.</i></p> <p><i>MI.ELA.V.7.EE.4. Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.</i></p>	
<p><i>MI.ELA.VI.8. All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.</i></p> <p><i>MI.ELA.VI.8.EE.1. Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.</i></p> <p><i>MI.ELA.VI.8.EE.2. Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.</i></p> <p><i>MI.ELA.VI.8.EE.4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape.</i></p> <p><i>MI.ELA.VI.8.EE.5. Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., strations, tables of contents, and headings/titles) are used to convey meaning.</i></p>	
<p><i>MI.ELA.VII.9. All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.</i></p> <p><i>MI.ELA.VII.9.EE.1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.</i></p> <p><i>MI.ELA.VII.9.EE.2. Identify and categorize key ideas, concepts, and perspectives found in texts.</i></p> <p><i>MI.ELA.VII.9.EE.3. Draw conclusions based on their understanding of differing views presented in text.</i></p>	
<p><i>MI.ELA.VIII.10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</i></p> <p><i>MI.ELA.VIII.10.EE.1. Make connections between key ideas in literature, other texts and their own lives.</i></p> <p><i>MI.ELA.VIII.10.EE.2. Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.</i></p> <p><i>MI.ELA.VIII.10.EE.3. Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</i></p>	

MI.ELA.IX.11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

- MI.ELA.IX.11.EE.1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.
- MI.ELA.IX.11.EE.2. Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.
- MI.ELA.IX.11.EE.3. Organize and Interpret Information to draw conclusions based on the investigation of an issue or problem.
- MI.ELA.IX.11.EE.4. Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.

MI.ELA.X.12. All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

- MI.ELA.X.12.EE.1. Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.
- MI.ELA.X.12.EE.2. Discuss individual and shared standards used for different purposes.
- MI.ELA.X.12.EE.3. Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.
- MI.ELA.X.12.EE.4. Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.
- MI.ELA.X.12.EE.5. Recognize that the style and substance of a message reflect the values of a communicator.

3-6 CORRELATION OF MONTESSORI WITH MICHIGAN STATE STANDARDS

MATH

MATH STRANDS

	Code
Patterns, Relationships and Functions	I
Geometry and Measurement	II
Data Analysis and Statistics	III
Number Sense and Numeration	IV
Numerical and Algebraic Operations and Analytical Thinking	V
Probability and Discrete Mathematics	VI

Numeration

	Date of instruction
Number Rods & Cards MI.MAT.IV.1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. MI.MAT.IV.1.E.1. Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.	
Sandpaper Numbers	
Ordinals, Cardinals, Number Words	
Spindle Box	
Cards & Counters / Memory Game of Numbers MI.MAT.IV.1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. MI.MAT.IV.1.E.1. Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. MI.MAT.IV.2. Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers) MI.MAT.IV.2.E.3. Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).	
Sequin Tables - Teens - Tens Boards MI.MAT.I.1. Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns) MI.MAT.I.1.E.1. Recognize, describe and extend numerical and geometric patterns. MI.MAT.I.1.E.2. Represent and record patterns and relationships in a variety of ways including tables, charts and pictures. MI.MAT.IV.1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers) MI.MAT.IV.1.E.2. Investigate and develop an understanding of the base-10 place-value system.	
Hundred Board	
100 Chain / 1000 Chain MI.MAT.I.1. Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns) MI.MAT.I.1.E.1. Recognize, describe and extend numerical and geometric patterns. MI.MAT.I.1.E.2. Represent and record patterns and relationships in a variety of ways including tables, charts and pictures.	

Dot Game	
Rad Cabinet / Bead Chain	
MI.MAT.I.1. Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)	
MI.MAT.I.1.E.1. Recognize, describe and extend numerical and geometric patterns.	
MI.MAT.I.1.E.2. Represent and record patterns and relationships in a variety of ways including tables, charts and pictures.	
Greater Than, Less Than, Equal To	
MI.MAT.IV.1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers)	
MI.MAT.IV.1.E.3. Develop an understanding of the properties of numbers (e.g., order) and of the properties of the special numbers 0 and 1.	
MI.MAT.IV.3. Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (Number Relationships)	
MI.MAT.IV.3.E.1. Compare and order numbers using "equal," "less than" or "greater than."	
MI.MAT.IV.2. Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)	Included In All of the Above
MI.MAT.IV.2.E.1. Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.	
MI.MAT.IV.2.E.2. Explore and recognize different representations for the same number and explain why they are the same.	

Decimal System

	Date of instruction
Introduction of Golden Beads	
MI.MAT.I.1. Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)	
MI.MAT.I.1.E.1. Recognize, describe and extend numerical and geometric patterns.	
MI.MAT.I.1.E.2. Represent and record patterns and relationships in a variety of ways including tables, charts and pictures.	
Layout of Symbols / Formation of Quantity & Symbol / Magic Slide	
MI.MAT.IV.1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.	
MI.MAT.IV.1.E.1. Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.	
Wooden Hierarchical Material	

Memory Work

	Date of instruction
Addition - Snake Game, Addition Strip Board, Addition Charts	
Multiplication - Bead Bars, Multiplication Board, Multiplication Charts	
Subtraction - Negative Snake Game, Negative Strip Board, Subtraction Charts	
Division - Unit Division Board, Division Charts	

Golden Beads / Stamp Game / Bead Frame

Static Addition	Date of Instruction
Static Subtraction	
Static Multiplication	
Static Division	
Dynamic Addition	
Dynamic Subtraction	
Dynamic Multiplication	
Dynamic Division	
<p>MI.MAT.V.1. Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).</p> <p>MI.MAT.V.1.E.1. Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.</p> <p>MI.MAT.V.1.E.2. Develop and apply the appropriate method of computation from among mental computation, estimation, paper-and-pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.</p> <p>MI.MAT.V.1.E.3. Explore properties of operations (e.g., commutative and distributive properties) and give examples of how they use those properties.</p> <p>MI.MAT.V.1.E.4. Apply operations efficiently and accurately in solving problems.</p>	Included In All of the Above

Fractions

Dynamic Division	Date of Instruction
<p>Family Names</p> <p>MI.MAT.IV.1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.</p> <p>MI.MAT.IV.1.E.1. Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p> <p>MI.MAT.IV.1.E.2. Investigate and develop an understanding of the base-10 place-value system.</p>	
<p>Whole, Half, Third, Fourth</p> <p>MI.MAT.IV.1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.</p> <p>MI.MAT.IV.1.E.1. Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p> <p>MI.MAT.IV.3. Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (Number Relationships)</p> <p>MI.MAT.IV.3.E.2. Use part-whole relationships to explore numbers, develop number concepts and understand computation.</p>	
<p>Fifth, Sixth, Seventh, Eighth, Ninth, Tenth</p> <p>MI.MAT.IV.1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.</p> <p>MI.MAT.IV.1.E.1. Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p>	

Time

Time	Date of instruction
ur, Half Hour, Quarter Hour	
Quarter Hour	
Five Minute Intervals	
<i>MI.CES.VI.6. All students will identify, organize, plan, and allocate resources (such as time, money, materials, and human resources) efficiently and effectively.</i> MI.CES.VI.6.E.1. Use clocks to tell time. MI.CES.VI.6.E.2. Understand and use calendars.	

Money

Money	Date of instruction
Coins <i>MI.CES.VI.6. All students will identify, organize, plan, and allocate resources (such as time, money, materials, and human resources) efficiently and effectively.</i> MI.CES.VI.6.E.5. Count money accurately.	
Adding/Subtracting Coins <i>MI.CES.VI.6. All students will identify, organize, plan, and allocate resources (such as time, money, materials, and human resources) efficiently and effectively.</i> MI.CES.VI.6.E.5. Count money accurately. MI.CES.VI.6.E.6. Use money to make purchases and make correct change.	

Geometry

Geometry	Date of instruction
Solids <i>MI.MAT.II.1. Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationships)</i> MI.MAT.II.1.E.1. Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. MI.MAT.II.1.E.2. Describe the attributes of familiar shapes.	
Cabinet <i>MI.MAT.II.1. Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationships)</i> MI.MAT.II.1.E.1. Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. MI.MAT.II.1.E.3. Compare, sort and classify familiar shapes. MI.MAT.II.1.E.4. Draw and build familiar shapes. MI.MAT.II.1.E.5. Explore ways to combine, dissect and transform shapes.	

Measurement

Measurement	Date of instruction
Metric / Customary <i>MI.MAT.II.3. Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)</i> MI.MAT.II.3.E.1. Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. MI.MAT.II.3.E.2. Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature and money. MI.MAT.II.3.E.6. Apply measurement to describe the real world and to solve problems.	

Metric / Customary, cont.

MI.SCI.I.1. All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge. (Constructing New Scientific Knowledge)

MI.SCI.I.1.E.4. Use simple measurement devices to make metric measurement. (Key concepts: Measurement units — milliliters, liters, teaspoon, tablespoon, ounce, cup, millimeter, centimeter, meter, and gram. Measurement tools: Measuring cups and spoons, measuring tape, balance or scale. Real-world contexts: Making simple mixtures, such as food, play dough, papier mache; measuring height of a person, mass of a ball.)

MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)

MI.SCI.IV.1.E.2. Measure weight, dimensions, and temperature of appropriate objects and materials. (Key concepts: linear dimensions—length, width, height, long, short, wide, narrow, tall, short, taller, shorter. Units of measure (both standard and nonstandard)—meters, centimeters, others. Measurement tools: Ruler, meter stick, balance or scale, thermometer. Real-world contexts: Common objects such as those listed above.)

Additional Mathematics – Not Included in Montessori

Date of instruction

MI.MAT.I.1. Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)

MI.MAT.I.1.E.3. Use patterns to describe real world phenomena.

MI.MAT.I.1.E.4. Explore various types of numeric / geometric patterns (repeating, growing, shrinking).

MI.MAT.I.1.E.5. Apply their experiences with patterns to help solve problems and explore new content.

MI.MAT.I.2. Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change)

MI.MAT.I.2.E.1. Recognize change and variability when it occurs in a variety of settings.

MI.MAT.I.2.E.2. Recognize that change is often predictable, but variable, and that patterns emerge that help to describe the change.

MI.MAT.I.2.E.3. Explore change, and realize that changes are frequently interdependent.

MI.MAT.I.2.E.4. Use tables, charts, open sentences, hands-on models to represent change/variability.

MI.MAT.I.2.E.5. Begin to describe and differentiate between types of relationships, especially repeating, growing and shrinking patterns.

MI.MAT.I.2.E.6. Explore variability and change in a variety of contexts, investigations and problems.

MI.MAT.II.1. Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationships)

MI.MAT.II.1.E.6. Recognize parallel and perpendicular line segments and figures that have similarity and/or congruence.

MI.MAT.II.1.E.7. Use shape, shape properties and shape relationships to describe the physical world and to solve problems.

<p><i>MI.MAT.II.2. Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. (Position)</i></p> <p>MI.MAT.II.2.E.1. Locate and describe objects in terms of their position, including front, back, inside, outside, right, left, over, under, next to, between and locations on the number line, on a coordinate graph and on a map.</p> <p>MI.MAT.II.2.E.2. Locate and describe objects in terms of their orientation, direction and relative position, including up, down, front, back, N- S- E- W, flipped, turned, translated; recognize symmetrical objects and identify their lines of symmetry.</p> <p>MI.MAT.II.2.E.3. Explore what happens to the size, shape and position of an object after sliding, flipping, turning, enlarging or reducing it.</p> <p>MI.MAT.II.2.E.5. Use concepts of position, direction and orientation to describe the physical world and to solve problems.</p>	
<p><i>MI.MAT.II.3. Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)</i></p> <p>MI.MAT.II.3.E.3. Develop strategies for estimating measures and compare the estimates to the results of the measurement; decide if an estimate is "a good estimate."</p> <p>MI.MAT.II.3.E.4. Explain the meaning of measurements and recognize that the number of units it takes to measure an object is related to the size of the unit.</p> <p>MI.MAT.II.3.E.5. Explore scale drawings, models, maps; relate them to measurements of real objects.</p>	
<p><i>MI.MAT.III.1. Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization and Presentation of Data)</i></p> <p>MI.MAT.III.1.E.1. Collect/explore data through counting, measuring, conducting surveys & experiments.</p> <p>MI.MAT.III.1.E.2. Organize data using objects, pictures, tallies, tables, charts, diagrams and graphs.</p> <p>MI.MAT.III.1.E.3. Present data using variety of appropriate representations; explain meaning of data.</p> <p>MI.MAT.III.1.E.4. Identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize and present those data.</p>	
<p><i>MI.MAT.III.2. Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively. (Description and Interpretation)</i></p> <p>MI.MAT.III.2.E.1. Read and explain data they have collected and organized themselves and progress to reading data from other sources.</p> <p>MI.MAT.III.2.E.2. Describe the shape of the data using informal language.</p> <p>MI.MAT.III.2.E.3. Draw, explain and justify conclusions, such as trends based on data.</p> <p>MI.MAT.III.2.E.4. Raise and answer questions about the source, collection, organization and presentation of data, as well as the conclusions drawn from the data; explore biases in the data.</p> <p>MI.MAT.III.2.E.5. Formulate questions/problems and gather/ interpret data to answer those questions.</p>	
<p><i>MI.MAT.III.3. Students draw defensible inferences about unknown outcomes, make predictions, and identify the degree of confidence they have in their predictions. (Inference)</i></p> <p>MI.MAT.III.3.E.1. Make and test hypotheses.</p> <p>MI.MAT.III.3.E.2. Conduct surveys, samplings and experiments to solve problems and answer questions of interest to them.</p> <p>MI.MAT.III.3.E.3. Formulate and communicate arguments and conclusions based on data and evaluate their arguments and those of others.</p> <p>MI.MAT.III.3.E.4. Make and explain predictions based on data.</p> <p>MI.MAT.III.3.E.5. Make predictions to answer questions and solve problems.</p>	
<p><i>MI.MAT.IV.1. Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers)</i></p> <p>MI.MAT.IV.1.E.4. Apply their understanding of number systems to model and solve problems.</p>	

MI.MAT.IV.2. Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)	
MI.MAT.IV.2.E.4. Develop strategies for estimating quantity; evaluate reasonableness of estimates.	
MI.MAT.IV.2.E.5. Select appropriate numbers and representations in order to solve problems.	
MI.MAT.IV.3. Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (Number Relationships)	
MI.MAT.IV.3.E.3. Classify numbers as even or odd and explore concepts of factors and multiples.	
MI.MAT.IV.3.E.5. Apply their understanding of number relationships in solving problems.	
MI.MAT.V.2. Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)	
MI.MAT.V.2.E.1. Write and solve open sentences (e.g., $+ = 5$) and write stories to fit the open sentence.	
MI.MAT.V.2.E.2. Explore algebraic concepts with manipulatives such as balance scales, tables of input and output, and pictorial representations of problems.	
MI.MAT.V.2.E.3. Find replacements for the variable(s) in open sentences.	
MI.MAT.V.2.E.4. Use analytic thinking to describe situations and solve problems.	
MI.MAT.VI.1. Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations. (Probability)	
MI.MAT.VI.1.E.1. Explain the difference between chance and certainty and give examples to illustrate their understanding.	
MI.MAT.VI.1.E.2. Compare events and describe them as "more likely" or "less likely" and use the language of fractions to describe simple probabilities.	
MI.MAT.VI.1.E.3. Conduct experiments with concrete objects to explore concepts and develop an intuitive understanding of how the conditions of the experiment can affect the outcome.	
MI.MAT.VI.1.E.4. Conduct experiments, record the outcomes, examine those outcomes to determine if they make sense and search for explanations of the outcomes.	
MI.MAT.VI.1.E.5. Conduct probability experiments and simulations to model and solve problems.	
MI.MAT.VI.2. Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design. (Discrete Mathematics)	
MI.MAT.VI.2.E.1. Use manipulatives and diagrams to explore problems involving counting and arranging objects.	
MI.MAT.VI.2.E.2. Explore sets and set relationships by sorting and classifying objects.	
MI.MAT.VI.2.E.3. Explore situations in which they model and trace paths using figures consisting of vertices connected by edges.	
MI.MAT.VI.2.E.4. Explore now-next patterns.	
MI.MAT.VI.2.E.5. Explore, develop and invent their own algorithms to accomplish a task or to solve numerical problems.	
MI.MAT.VI.2.E.6. Use discrete mathematics concepts as described above to model situations and solve problems; and look for whether or not there is a solution (existence problems), determine how many solutions there are (counting problems) and decide upon a best solution (optimization problems).	

3-6 CORRELATION OF MONTESSORI WITH MICHIGAN STATE STANDARDS

PRACTICAL LIFE

HEALTH STRANDS

	Code
Applied Health Concepts	I
Accessing Information Services	II
Health Behaviors	III
Influences	IV
Goal Setting and Decision Making	V
Social Skills	VI
Health Advocacy	VII

PHYSICAL EDUCATION STRANDS

	Code
Motor Skills	I
Physical Fitness	II
Cognitive Concepts	III

CAREER AND EMPLOYMENT SKILLS STRANDS

	Code
APPLIED ACADEMIC SKILLS	I
CAREER PLANNING	II
DEVELOPING AND PRESENTING INFORMATION	III
PROBLEM SOLVING	IV
PERSONAL MANAGEMENT	V
ORGANIZATIONAL SKILLS	VI
TEAMWORK	VII
NEGOTIATION SKILLS	VIII
UNDERSTANDING SYSTEMS AND USING TECHNOLOGY	IX
USING EMPLOYABILITY SKILLS	X

ART STRANDS

	Code
Performing	I
Creating	II
Analyzing in Context	III
Arts in Context	IV
Connecting to other Arts, other Disciplines, and Life	V

Respect

	Date of instruction
Respect for Self, Others and Environment	
MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.	
MI.CES.V.5.E.9. Work independently with some supervision. (NCA)	
MI.CES.V.5.E.10. Be responsible for one's own thoughts and actions. (SCANS)	
MI.CES.V.5.E.11. Demonstrate knowledge of established school rules.	
MI.CES.V.5.E.12. Respect the property rights of other students.	
MI.CES.V.5.E.13. Exhibit honesty and fairness in everyday behavior. (NCA; Pestillo & Yokich)	
MI.CES.V.5.E.15. Respect the rights of others while helping them make needed adjustments to be part of the class or group.	
MI.CES.V.5.E.16. Use social manners appropriate to the classroom.	
MI.CES.V.5.E.17. Respect individuality and give recognition to other students for their achievements.	
MI.CES.V.5.E.18. Respect the individuality of others. (SCANS; ELA 3)	

MI.PE.III.13. All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.	
MI.PE.III.13.EE.1. Identify key behaviors which exemplify each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.	
MI.PE.III.13.EE.2. Recognize the benefits of possessing and the costs of not possessing each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.	
Respect of Materials	
MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.	
MI.CES.V.5.E.12. Respect the property rights of other students.	
MI.CES.VI.6. All students will identify, organize, plan, and allocate resources (such as time, money, materials, and human resources) efficiently and effectively.	
MI.CES.VI.6.E.10. Show proper care of supplies and equipment used in school.	
Cycle of Activity	
Laying out a Mat	
Carrying a Tray	

Indoor Environment	
	Date of instruction
Grasping	
Twisting	
Sorting	
Pouring	
Table Setting / Table Washing	
Cloth Washing / Folding	
Food Preparation / Cutting	
Polishing / Cleaning	
Packing	
Flower Arranging	

Etiquette, Grace, Courtesy	
	Date of instruction
Please, Thank You, You're Welcome	
MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.	
MI.CES.V.5.E.7. Follow directions. (Pestillo & Yokich; ELA 3)	
MI.CES.V.5.E.11. Demonstrate knowledge of established school rules.	
MI.CES.V.5.E.16. Use social manners appropriate to the classroom.	
Quiet Voices	
MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.	
MI.CES.V.5.E.11. Demonstrate knowledge of established school rules.	
MI.CES.V.5.E.16. Use social manners appropriate to the classroom.	

<p>Sharing</p> <p>MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>MI.CES.V.5.E.9. Work independently with some supervision. (NCA)</p> <p>MI.CES.V.5.E.15. Respect the rights of others while helping them make needed adjustments to be part of the class or group.</p> <p>MI.CES.V.5.E.16. Use social manners appropriate to the classroom.</p> <p>MI.CES.V.5.E.17. Respect individuality and give recognition to other students for their achievements.</p>	
<p>Conflict Resolution</p> <p>MI.SCI.I.1. All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge. (Constructing New Scientific Knowledge)</p> <p>MI.SCI.I.1.E.2. Develop solutions to unfamiliar problems through reasoning, observation, and/or experiment. (Key concepts: See Using Scientific Knowledge. Realworld contexts: See Using Scientific Knowledge.)</p> <p>MI.SCI.II.1. All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science. (Reflecting on Scientific Knowledge)</p> <p>MI.SCI.II.1.E.1. Develop an awareness of the need for evidence in making decisions scientifically. (Key concepts: Data, evidence, sample, guess, opinion. Realworld contexts: Deciding whether an explanation is supported by evidence in simple experiments.)</p> <p>MI.SOC.III.3. All students will describe the political and legal processes created to make decisions seek consensus and resolve conflicts in a free society. (Democracy in Action)</p> <p>MI.SOC.III.3.EE.1. Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.</p> <p>MI.CES.IV.4. All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.</p> <p>MI.CES.IV.4.E.1. Identify a problem and explain it (i.e why it is a problem, how it affects a situation, etc.). (ELA 3, 6, 7; MS I:2)</p> <p>MI.CES.IV.4.E.2. Identify ways to solve a problem. Then decide and explain which solution to use. (MS III:2; ELA 3, 9, 10, 11)</p> <p>MI.CES.IV.4.E.3. Identify ways to measure the impact of a solution to determine its effectiveness. (MS III:1,2,3)</p> <p>MI.CES.VI.6. All students will identify, organize, plan, and allocate resources (such as time, money, materials, and human resources) efficiently and effectively.</p> <p>MI.CES.VI.6.E.9. Identify and list resources from the home or school environment that can be used to solve problems.</p> <p>MI.CES.VII.7. All students will work cooperatively with people of diverse backgrounds and abilities, identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and will contribute to a group process with ideas, suggestions, and efforts.</p> <p>MI.CES.VII.7.E.6. State a problem clearly.</p> <p>MI.CES.VII.7.E.9. Participate in the implementation of a decision and evaluate the results.</p> <p>MI.CES.VII.7.E.10. Understand the concept of "compromise." (Pestillo & Yokich; ELA 9)</p> <p>MI.HE.III.3. All students will practice health enhancing behaviors and reduce health risks.</p> <p>MI.HE.III.3.E.5. Demonstrate ways to avoid threatening situations and reduce conflict.</p> <p>MI.HE.VI.6. All students will demonstrate effective interpersonal communication and other social skills which enhance health.</p> <p>MI.HE.VI.6.E.6. Demonstrate refusal and negotiation skills to enhance health.</p> <p>MI.HE.VI.6.E.7. Differentiate between negative and positive behaviors used in conflict situations.</p> <p>MI.HE.VI.6.E.8. Demonstrate non-violent strategies to resolve conflicts.</p>	
<p>Table Setting</p>	

Manners

MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

MI.CES.V.5.E.7. Follow directions. (Pestillo & Yokich; ELA 3)

MI.CES.V.5.E.10. Be responsible for one's own thoughts and actions. (SCANS)

CES.V.5.E.11. Demonstrate knowledge of established school rules.

MI.CES.V.5.E.12. Respect the property rights of other students.

MI.CES.V.5.E.13. Exhibit honesty and fairness in everyday behavior. (NCA; Pestillo & Yokich)

MI.CES.V.5.E.15. Respect the rights of others while helping them make needed adjustments to be part of the class or group.

MI.CES.V.5.E.16. Use social manners appropriate to the classroom.

MI.CES.V.5.E.17. Respect individuality and give recognition to other students for their achievements.

MI.CES.V.5.E.18. Respect the individuality of others. (SCANS; ELA 3)

Circle Time

MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

MI.CES.V.5.E.7. Follow directions. (Pestillo & Yokich; ELA 3)

MI.CES.V.5.E.10. Be responsible for one's own thoughts and actions. (SCANS)

MI.CES.V.5.E.11. Demonstrate knowledge of established school rules.

MI.CES.V.5.E.16. Use social manners appropriate to the classroom.

MI.CES.V.5.E.17. Respect individuality and give recognition to other students for their achievements.

MI.CES.VI.6. All students will identify, organize, plan, and allocate resources (such as time, money, materials, and human resources) efficiently and effectively.

MI.CES.VI.6.E.11. Work cooperatively with classmates in teams in simulated work activities.

MI.CES.VI.6.E.12. Use active listening and speaking skills with adults and peers.

Outdoor Environment**Recycling / Environment**

MI.SCI.V.1. All students will describe the earth's surface; describe and explain how the earth's features change over time; and analyze effects of technology on the earth's surface and resources. (Geosphere)

MI.SCI.V.1.E.1. Describe major features of the earth's surface. (Key concepts: Types of features—rivers, mountains, deserts, plains, valleys, oceans. Real-world contexts: Examples of local surface features, such as hills, valleys, rivers; pictures of nonlocal land features, including mountains, deserts.)

MI.SCI.V.1.E.5. Describe uses of materials taken from the earth. (Key concepts: Transportation—oil into gasoline. Building materials—sand into glass, ores into metals, gravel into concrete and asphalt. Energy—coal burned to produce electricity; uranium for nuclear power. Water—drinking, cleaning, cooling. Real-world contexts: Examples of uses of earth materials, such as concrete walls, glass windows, metal chairs.)

MI.SCI.V.1.E.6. Demonstrate means to recycle manufactured materials and a disposition toward recycling. (Key concepts: Recyclable materials—paper, metal, glass, plastic. Anti-pollution activities—reduce, reuse, recycle. Real-world contexts: Collections of recyclable materials, plans for recycling at home and school.)

MI.SOC.II.2. All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)

MI.SOC.II.2.EE.3. Suggest ways the people can help improve their environment.

Planting**Personal Care****Grooming****Dressing Frames**

Nutrition, Vitamins, Exercise <i>MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</i> <i>MI.CES.V.5.E.6. Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.</i> <i>MI.HE.I.1. All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.</i> <i>MI.HE.I.1.E.2. Recognize that personal health behaviors influence an individual's well being.</i> <i>MI.HE.I.1.E.3. Identify indicators of mental, emotional, social, and physical health during childhood.</i> <i>MI.HE.I.1.E.4. Describe how the family influences the health of individuals.</i> <i>MI.HE.I.1.E.5. Describe how physical, social, and emotional environments influence personal health.</i> <i>MI.HE.III.3. All students will practice health enhancing behaviors and reduce health risks.</i> <i>MI.HE.III.3.E.1. Identify responsible health behaviors.</i> <i>MI.HE.III.3.E.2. Compare behaviors that are safe to those that are risky or harmful.</i> <i>MI.HE.III.3.E.3. Demonstrate strategies to positively manage stress.</i> <i>MI.HE.III.3.E.4. Demonstrate strategies to improve or maintain personal health.</i> <i>MI.HE.III.3.E.6. Demonstrate injury prevention and management strategies.</i>	
MI.PE.III.14. All students will value physical activity and its contribution to lifelong health and well-being. <i>MI.PE.III.14.EE.1. Identify and enjoy feelings that result from participation in physical activities.</i> <i>MI.PE.III.14.EE.2. Enjoy participation in physical activities alone and with others.</i> <i>MI.PE.III.14.EE.3. Appreciate benefits that accompany compassion, cooperation, honesty, and perseverance.</i>	
Safety <i>MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</i> <i>MI.CES.V.5.E.6. Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.</i> Rolling	

Movement

	Date of instruction
Walking on the Line <i>MI.PE.I.1. All students will demonstrate selected fundamental locomotor skills</i> <i>MI.PE.I.1.EE.1. Demonstrate appropriate form in the following skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop, and slide.</i> <i>MI.PE.I.3. All students will demonstrate selected postural, nonlocomotor, and body control (movement) skills.</i> <i>MI.PE.I.3.EE.2. Demonstrate good posture while walking/standing</i>	
Exercises <i>MI.HE.I.1. All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.</i> <i>MI.HE.I.1.E.2. Recognize that personal health behaviors influence an individual's well being.</i> <i>MI.PE.II.6. All students will develop and maintain healthy levels of cardio respiratory endurance.</i> <i>MI.PE.II.6.EE.1. Sustain moderate to intense levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).</i> <i>MI.PE.II.7. All students will develop and maintain healthy levels of muscular strength and endurance.</i> <i>MI.PE.II.7.EE.1. Control own weight in selected body support activities to develop muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg, and neck (e.g., climbing, hanging, hopping, jumping, animal walks, and squats).</i> <i>MI.PE.III.14. All students will value physical activity and its contribution to lifelong health and well-being.</i> <i>MI.PE.III.14.EE.1. Identify and enjoy feelings that result from participation in physical activities.</i> <i>MI.PE.III.14.EE.2. Enjoy participation in physical activities alone and with others.</i> <i>MI.PE.III.14.EE.3. Appreciate benefits that accompany compassion, cooperation, honesty, and perseverance.</i>	

Finger Plays

MI.ART.I.1. All students will apply skills and knowledge to perform in the arts.

MI.ART.I.1.E.T.1. Use variations of locomotor and non-locomotor movement and vocal pitch, tempo, and tone for different characters.

MI.ART.I.1.E.T.2. Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history.

MI.ART.II.2. All students will apply skills and knowledge to create in the arts.

MI.ART.II.2.E.T.4. Collaborate to establish playing spaces for classroom dramatizations and select and organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup.

MI.ART.II.2.E.T.5. Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations.

Dance

MI.ART.I.1. All students will apply skills and knowledge to perform in the arts.

MI.ART.I.1.E.D.1. Accurately demonstrate basic locomotor skills through straight and curved pathways including several directions.

MI.ART.I.1.E.D.2. Accurately demonstrate nonlocomotor/axial movement (bend, twist, stretch, swing).

MI.ART.I.1.E.D.3. Demonstrate shapes at low, middle, and high levels.

MI.ART.I.1.E.D.4. Demonstrate the ability to define and maintain personal space.

MI.ART.I.1.E.D.5. Demonstrate moving to a musical beat and responding to changes in tempo.

MI.ART.I.1.E.D.6. Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills.

MI.ART.I.1.E.D.7. Demonstrate the ability to work effectively alone and with a partner.

MI.ART.I.1.E.D.8. Demonstrate the following partner skills: leading, following, and mirroring.

MI.ART.II.2. All students will apply skills and knowledge to create in the arts.

MI.ART.II.2.E.D.1. Create a sequence with a beginning, middle, and end both with and without a rhythmic accompaniment. Identify each of these parts of the sequence.

MI.ART.II.2.E.D.2. Improvise, create, and perform dances based on individual ideas and concepts from other sources.

MI.ART.II.2.E.D.4. Create a dance phrase, accurately repeat it, and then vary it (making changes in the elements of dance: time, space, force, and energy).

MI.ART.IV.4. All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

MI.ART.IV.4.E.D.1. Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures).

MI.ART.IV.4.E.D.2. Perform dances from various cultures with competence and confidence.

MI.ART.IV.4.E.D.3. Learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context.

MI.ART.IV.4.E.D.4. Accurately answer questions about role of dance in particular culture/time period (in Colonial America, Why and in what setting did people dance? What did the dances look like?).

MI.ART.V.5. All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

MI.ART.V.5.E.D.1. Identify at least three personal goals to improve as dancers.

MI.ART.V.5.E.D.3. Create a dance project that reveals understanding of a concept or idea from another discipline (such as patterns in dance and science with the use of technology).

Movement

MI.ART.I.1. All students will apply skills and knowledge to perform in the arts.

MI.ART.I.1.E.D.1. Accurately demonstrate basic locomotor skills through straight and curved pathways including several directions.

MI.ART.I.1.E.D.2. Accurately demonstrate nonlocomotor/axial movement (bend, twist, stretch, swing).

MI.ART.I.1.E.D.6. Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills.

MI.ART.II.2. All students will apply skills and knowledge to create in the arts.

MI.ART.II.2.E.D.3. Use improvisation to discover, invent, and solve movement problems.

3-6 CORRELATION OF MONTESSORI WITH MICHIGAN STATE STANDARDS

SENSORIAL

Sensorial

Solid Cylinders	Date of Instruction
Pink Tower	
Broad Stair	
Long Rods	
Knobless Cylinders	
Color Tablets <i>MI.SCI.IV.4. All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy. (Waves and Vibrations)</i> <i>MI.SCI.IV.4.E.3. Describe light from a light source in terms of its properties. (Key concepts: Brightness—bright, dim. Color of light—red, orange, yellow, green, blue, violet. Real-world contexts: Light from common sources, such as sun, stars, light bulb, colored lights, firefly, candle, flashlight.)</i> <i>MI.ART.I.1. All students will apply skills and knowledge to perform in the arts.</i> <i>MI.ART.I.1.E.VA.2. Use art materials and tools safely and responsibly.</i>	
Geometric Cabinet	
Geometric Cards	
Constructive Triangles	
Superimposed Geometric Figures	
Geometric Solids	
Mystery Bag <i>MI.SCI.I.1. All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge. (Constructing New Scientific Knowledge)</i> <i>MI.SCI.I.1.E.1. Generate reasonable questions about the world based on observation. (Key concepts: See Using Scientific Knowledge. Real-world contexts: See Using Scientific Knowledge.)</i> <i>MI.SCI.I.1.E.5. Develop strategies and skills for information gathering and problem solving. (Tools: Sources of information, such as reference books, trade books, periodicals. Real-world contexts: Seeking help from peers, adults, libraries, other resources.)</i> <i>MI.SCI.II.1. All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science. (Reflecting on Scientific Knowledge)</i> <i>MI.SCI.II.1.E.1. Develop an awareness of the need for evidence in making decisions scientifically. (Key concepts: Data, evidence, sample, guess, opinion. Realworld contexts: Deciding whether an explanation is supported by evidence in simple experiments.)</i> <i>MI.SOC.V.1. All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)</i>	

Movement, cont.

MI.ART.III.3. All students will analyze, describe and evaluate works of art.

ART.III.3.E.D.1. Observe and describe the action (such as skip, gallop) and movement elements (time, space, force, energy) in a brief movement study.

MI.ART.III.3.E.D.2. Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures).

MI.ART.IV.4. All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

MI.ART.IV.4.E.D.1. Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures).

MI.PE.I.2. All students will demonstrate selected fundamental object control skills.

MI.PE.I.2.EE.1. Demonstrate appropriate form in the following object control skills: underhand throw (toss), overhand throw, catch, hand dribble, kick, and strike (batting, forehand).

MI.PE.I.3. All students will demonstrate selected postural, nonlocomotor, and body control (movement) skills.

MI.PE.I.3.EE.1. Demonstrate the ability to perform nonlocomotor skills (e.g., bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing).

MI.PE.I.3.EE.3. Demonstrate appropriate form in falling-landing-rolling (e.g., landing, forward shoulder roll, backward shoulder roll).

MI.PE.I.3.EE.4. Demonstrate appropriate form in selected balances (e.g., dynamic upright, static upright, inverted).

MI.PE.I.3.EE.5. Demonstrate mature form in selected vaulting and rope jumping skills.

MI.PE.I.3.EE.6. Demonstrate mature form in selected twisting and turning skills.

MI.PE.II.8. All students will develop and maintain healthy levels of flexibility of selected joints of the body.

MI.PE.II.8.EE.1. Move the major joints of the arms, legs, and trunk through a full range of motion.

MI.PE.III.10. All students will apply the concepts of body awareness, time, space direction, and force of movement.

MI.PE.III.10.EE.2. Travel forward, sideways, and backward directions and change quickly and safely.

MI.PE.III.10.EE.3. Travel while changing speeds and directions in response to a variety of rhythms.

MI.PE.III.10.EE.4. Demonstrate slow/fast movement speeds, straight, curved, and zig-zag pathways.

MI.PE.III.10.EE.5. Make both large and small body shapes.

MI.PE.III.10.EE.6. Demonstrate a variety of relationships with objects (e.g., over, under, behind, alongside, and through).

MI.PE.III.10.EE.7. Demonstrate high, middle, and low levels.

MI.PE.III.10.EE.8. Combine shapes, levels, and pathways into simple sequences.

Fitness/Wellness

MI.PE.II.6. All students will develop and maintain healthy levels of cardio respiratory endurance.

MI.PE.II.6.EE.1. Sustain moderate to intense levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).

MI.PE.II.7. All students will develop and maintain healthy levels of muscular strength and endurance.

MI.PE.II.7.EE.1. Control own weight in selected body support activities to develop muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg, and neck (e.g., climbing, hanging, hopping, jumping, animal walks, and squats).

MI.PE.II.9. All students will develop and maintain healthy levels of body composition.

MI.PE.II.9.EE.1. Recognize similarities and differences in body height, weight, and shape.

MI.PE.II.9.EE.2. Identify the lean and fat components of the body.

MI.PE.II.9.EE.3. Meet health-related height, weight, and shape.

MI.PE.III.12. All students will describe the effects of activity and inactivity and formulates examples of lifestyle choices that result in the development and maintenance of health-related fitness.

MI.PE.III.12.EE.1. Describe selected immediate effects of physical activity (e.g., increased heart rate, increased body temperature, muscle tension, and faster breathing rate).

Fitness/Wellness, cont.

MI.PE.III.14. All students will value physical activity and its contribution to lifelong health and well-being.

MI.PE.III.14.EE.1. Identify and enjoy feelings that result from participation in physical activities.

MI.PE.III.14.EE.2. Enjoy participation in physical activities alone and with others.

MI.PE.III.14.EE.3. Appreciate benefits that accompany compassion, cooperation, honesty, and perseverance.

Motor Skills

MI.PE.I.3. All students will demonstrate selected postural, nonlocomotor, and body control (movement) skills.

MI.PE.I.3.EE.1. Demonstrate the ability to perform nonlocomotor skills (e.g., bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing).

MI.PE.I.3.EE.3. Demonstrate appropriate form in falling-landing-rolling (e.g., landing, forward shoulder roll, backward shoulder roll).

MI.PE.I.4. All students will demonstrate selected fundamental rhythmical skills.

MI.PE.I.4.EE.1. Demonstrate locomotor skills in time to skills in time to selected rhythmic patterns (e.g., even, uneven, fast, and slow).

MI.PE.I.4.EE.2. Create and/or imitate movements in response to selected rhythms (e.g., animals, machines, and objects).

MI.PE.III.11. All students will explain and apply the essential steps in learning motor skills.

MI.PE.III.11.EE.1. Attend to the explanation/demonstration of motor skills.

MI.PE.III.11.EE.2. Identify essential components of selected motor skills.

MI.PE.III.11.EE.3. Recognize the importance of correct practice in learning skills.

MI.PE.III.11.EE.4. Apply prior knowledge as cues for learning new skills.

Additional Health Education – Not Included in Montessori

Date of instruction

MI.HE.I. Applied Health Concepts

MI.HE.I.1. All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

MI.HE.I.1.E.6. Identify the most common health problems of children.

MI.HE.I.1.E.7. Identify health problems that should be detected and treated early.

MI.HE.I.1.E.8. Recognize that most injuries and illnesses can be prevented or treated.

MI.HE.II. Accessing Information Services

MI.HE.II.2. All students will access valid health information and appropriate health promoting products and services.

MI.HE.II.2.E.1. Identify characteristics of valid health information and health promoting products and services.

MI.HE.II.2.E.2. Demonstrate the ability to locate resources from the home, school, and community that provide valid health information.

MI.HE.II.2.E.3. Explain how media influences the selection of health information, products, and services.

MI.HE.II.2.E.4. Demonstrate the ability to locate school and community health helpers.

MI.HE.IV. Influences

MI.HE.IV.4. All students will analyze the influence of cultural beliefs, media, and technology on health.

MI.HE.IV.4.E.1. Describe how culture influences personal health practices.

MI.HE.IV.4.E.2. Explain how the media influences thoughts, feelings, and health behaviors.

MI.HE.IV.4.E.3. Describe ways technology can influence personal health.

MI.HE.IV.4.E.4. Explain how information from school and family influences health.

MI.HE.V. Goal Setting and Decision Making

MI.HE.V.5. All students will use goal setting and decision-making skills to enhance health.

MI.HE.V.5.E.1. Predict outcomes of positive health decisions.

MI.HE.V.5.E.2. Demonstrate the ability to apply a decision making/problem solving process to health issues and problems.

MI.HE.V.5.E.3. Demonstrate the ability to ask for assistance when making health-related decisions and setting health goals.

MI.HE.V.5.E.4. Recognize the impact family, school, and community members have on making health-related decisions.

MI.HE.V.5.E.5. Set a personal health goal and track progress toward its achievement.

MI.HE.VI. Social Skills

MI.HE.VI.6. All students will demonstrate effective interpersonal communication and other social skills which enhance health.

MI.HE.VI.6.E.1. Distinguish between verbal and nonverbal communication.

MI.HE.VI.6.E.2. Describe characteristics needed to be a responsible friend and family member.

MI.HE.VI.6.E.3. Demonstrate healthy ways to express needs, wants, and feelings.

MI.HE.VI.6.E.4. Demonstrate ways to communicate care, consideration, empathy, and respect for self and others.

MI.HE.VI.6.E.5. Demonstrate attentive listening skills.

MI.HE.VII. Health Advocacy

MI.HE.VII.7. All students will demonstrate advocacy skills for enhanced personal, family, and community health.

MI.HE.VII.7.E.1. Describe a variety of methods to convey accurate health information and ideas.

MI.HE.VII.7.E.2. Express information and opinions about health issues in written and oral form.

MI.HE.VII.7.E.3. Identify community agencies that advocate for healthy individuals, families, and communities.

MI.HE.VII.7.E.4. Demonstrate ability to influence and support others in making positive health choices.

Additional Physical Education – Not Included in Montessori

Date of instruction

MI.PE.III. Cognitive Concepts

MI.PE.III.10. All students will apply the concepts of body awareness, time, space direction, and force of movement.

MI.PE.III.10.EE.1. Identify selected body parts, actions, and planes.

Additional Career and Employment Skills – Not Included in Montessori

Date of instruction

MI.CES.V. PERSONAL MANAGEMENT

MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

MI.CES.V.5.E.2. Identify and demonstrate good study and work habits.

MI.CES.V.5.E.4. Initiate projects and extra activities for personal satisfaction.

MI.CES.V.5.E.5. Monitor/evaluate accurately one's progress towards a goal or completion of a project.

MI.CES.V.5.E.7. Follow directions. (Pestillo & Yokich; ELA 3)

MI.CES.V.5.E.8. Identify basic goals or items to accomplish. (SCANS; ELA 7)

MI.CES.V.5.E.9. Work independently with some supervision. (NCA)

MI.CES.V.5.E.10. Be responsible for one's own thoughts and actions. (SCANS)

MI.CES.V.5.E.11. Demonstrate knowledge of established school rules.

MI.CES.V.5.E.12. Respect the property rights of other students.

MI.CES.V.5.E.13. Exhibit honesty and fairness in everyday behavior. (NCA; Pestillo & Yokich)

MI.CES.V.5.E.14. Assess one's own strength and limitations and acknowledge strengths while developing strategies to overcome weaknesses.

MI.CES.V.5.E.15. Respect the rights of others while helping them make needed adjustments to be part of the class or group.

MI.CES.V.5.E.16. Use social manners appropriate to the classroom.

MI.CES.V.5.E.17. Respect individuality and give recognition to other students for their achievements.

MI.CES.V.5.E.18. Respect the individuality of others. (SCANS; ELA 3)

MI.CES.VI. ORGANIZATIONAL SKILLS

MI.CES.VI.6. All students will identify, organize, plan, and allocate resources (such as time, money, materials, and human resources) efficiently and effectively.

MI.CES.VI.6.E.3. Follow a daily routine.

MI.CES.VI.6.E.4. Identify and prioritize tasks to be completed.

MI.CES.VI.6.E.7. Differentiate between wants and needs.

MI.CES.VI.6.E.8. Identify materials, tools, and processes to a task.

MI.CES.VI.6.E.9. Identify and list resources from the home or school environment that can be used to solve problems.

MI.CES.VI.6.E.13. Delegate tasks according to differing interests and abilities.

MI.CES.VII. TEAMWORK

MI.CES.VII.7. All students will work cooperatively with people of diverse backgrounds and abilities, identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and will contribute to a group process with ideas, suggestions, and efforts.

MI.CES.VII.7.E.2. Help group establish goals.

MI.CES.VII.7.E.3. Plan one's personal contribution to a project.

MI.CES.VII.7.E.4. Share tasks necessary to complete a team project.

MI.CES.VII.7.E.5. Demonstrate small group listening, speaking, and questioning skills.

MI.CES.VII.7.E.7. Accept and offer suggestions in a positive way.

MI.CES.VII.7.E.8. Understand compromise and respect the decision of the group and/or the supervising adult.

Additional Career and Employment Skills – Not Included in Montessori

Date of instruction

MI.CES.I.1. All students will apply basic communication skills (e.g., reading, writing, speaking, and listening), apply scientific and social studies concepts, perform mathematical processes, and apply technology in work-related situations.

MI.CES.I.1.E.1. Explore careers by reading about them and write a report using correct grammar, spelling, and punctuation. (ELA 1, 2, 3, 4, 6, 7, 9, 10, 11)

MI.CES.I.1.E.2. Perform basic mathematical computations to solve workplace problems (such as using measuring devices). Write report explaining process and the answer (MS II:3, IV:1,2; ELA 3, 9, 10, 11)

MI.CES.I.1.E.3. Work in teams on projects that require listening to directions, outlining the processes used. Give a verbal presentation detailing process, the time spent, and the results. (ELA 3, 4; WKL 3)

MI.CES.I.1.E.4. Identify basic technology used in the classroom, school, and the workplace and explain how it is used. (TCH 1)

MI.CES.II. CAREER PLANNING

MI.CES.II.2. All students will acquire, organize, interpret, and evaluate information from career awareness and exploration activities, career assessment, and work-based experiences to identify and pursue their career goals.

MI.CES.II.2.E.1. Identify and explore varied career and employment opportunities (e.g., using MOIS, guest speakers, field trips, interviewing family members or family friends).

MI.CES.II.2.E.2. Discuss the importance of the contributions of workers in a variety of fields.

MI.CES.II.2.E.3. Identify activities that one likes and dislikes (e.g., hobbies, sports, school tasks).

MI.CES.II.2.E.4. Portray oneself in several potential career activities of one's choice.

MI.CES.II.2.E.5. Use a decision-making model to determine a course of action regarding a home, school, or community activity.

MI.CES.II.2.E.6. Explore the broad range of career options available to women and men without discrimination based on gender, race, or other stereotype.

MI.CES.II.2.E.7. Explore the role of work in society and the ways people prepare for employment.

MI.CES.III. DEVELOPING AND PRESENTING INFORMATION

MI.CES.III.3. All students will demonstrate the ability to combine ideas or information in new ways, make connections between seemingly unrelated ideas, and organize and present information in formats such as symbols, pictures, schematics, charts, and graphs.

MI.CES.III.3.E.1. Interpret simple data contained in symbols, pictures, charts, and graphs.

MI.CES.III.3.E.2. Collect information from multiple sources.

MI.CES.III.3.E.3. Use imagination freely to present ideas and relationships in new ways.

MI.CES.III.3.E.4. Evaluate ideas for general relevance.

MI.CES.III.3.E.5. Communicate ideas in varied formats (e.g., pictures, charts, graphs, oral reports, and three dimensional objects).

MI.CES.V. PERSONAL MANAGEMENT

MI.CES.V.5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

MI.CES.V.5.E.1. Explain the importance of regular attendance.

MI.CES.V.5.E.3. Describe relationship between doing well in school & performing well in a career.

MI.CES.VII. TEAMWORK

MI.CES.VII.7. All students will work cooperatively with people of diverse backgrounds and abilities, identify with the group's goals & values, learn to exercise leadership, teach others new skills, serve clients or customers, and will contribute to a group process with ideas, suggestions, and efforts.

MI.CES.VII.7.E.1. Describe one's role as a team member (e.g., leader, follower, recorder, reporter).

MI.CES.VII.7.E.11. Explore one's own culture, the cultures of others, and how cultures differ and are the same.

MI.CES.VII.7.E.12. Work effectively with peers of the opposite gender, of differing abilities, and of one's own and other cultures.

MI.CES.VII.7.E.13. Understand qualities of positive leadership. (Pestillo & Yokich; SCANS; ELA 3, 9)

MI.CES.VIII. NEGOTIATION SKILLS

MI.CES.VIII.8. All students will communicate ideas to support a position and negotiate to resolve divergent interests.

MI.CES.VIII.8.E.1. Determine the role of information in an argument and how the lack of information affects an argument.

MI.CES.VIII.8.E.2. Locate information to support a point of view and state a position.

MI.CES.VIII.8.E.3. Demonstrate listening to the ideas of others and making an informed choice.

MI.CES.IX. UNDERSTANDING SYSTEMS AND USING TECHNOLOGY

MI.CES.IX.9. All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

MI.CES.IX.9.E.1. Identify several different kinds of systems.

MI.CES.IX.9.E.2. Discuss ways that the classroom, school, community, and workplace are social systems.

MI.CES.IX.9.E.3. Connect family or community needs with the businesses or organizations that meet them.

MI.CES.IX.9.E.4. Identify examples of technological systems describe how they work (input, process, output).

MI.CES.IX.9.E.5. Name examples of how an outcome of a technological system can be desired or undesired, expected or unexpected.

MI.CES.IX.9.E.6. Suggest how common resources and products are used and/or might be improved to accomplish desired results.

MI.CES.IX.9.E.7. Identify simple equipment and machines and give examples of common uses. (Science IV 3:3; WKAT)

MI.CES.IX.9.E.8. Access and use computers and other technology to find and use information.

MI.CES.IX.9.E.9. Input information into a technological system, including keyboarding and word processing skills.

MI.CES.IX.9.E.10. Use technology to send messages and to prepare communications.

MI.CES.IX.9.E.11. Use technology in solving specific problems (physical, informational, and bio-related).

MI.CES.IX.9.E.12. Understand and demonstrate basic care in using computers (e.g. keeping machines clean, storing software, disks, and CD's, etc.). (TCH 1)

MI.CES.X. USING EMPLOYABILITY SKILLS

MI.CES.X.10. All students will integrate employability skills into behaviors which prepare one for obtaining, maintaining, advancing, and changing employment.

MI.CES.X.10.E.1. Use a portfolio to collect evidence of interests and strengths.

Mystery Bag, cont.	
MI.SOC.V.1.EE.2. Acquire information from observation of the local environment.	
MI.SOC.V.2. All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)	
MI.SOC.V.2.EE.2. Gather and analyze information in order to answer the question posed.	
Touch Boards	
Fabrics	
Touch Tablets	
Sound Cylinders / Bells	
MI.SCI.IV.4. All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy. (Waves and Vibrations)	
MI.SCI.IV.4.E.1. Describe sounds in terms of their properties (pitch, loudness). (Key concepts: Pitch—high, low. Loudness—loud, soft. Real-world contexts: Sound from common sources, such as musical instruments, radio, television, animal sounds, thunder, human voices.)	
MI.SCI.IV.4.E.2. Explain how sounds are made. (Key concepts: Vibrations—fast, slow, large, small. Real-world contexts: Sounds from common sources, such as musical instruments, radio, television, animal sounds, thunder, human voices.)	
MI.ART.I.1. All students will apply skills and knowledge to perform in the arts.	
MI.ART.I.1.E.M.7. Echo short rhythms and melodic patterns.	
MI.ART.III.3. All students will analyze, describe and evaluate works of art.	
MI.ART.III.3.E.M.1. Identify simple music forms when presented aurally.	
Thermic Bottles & Tablets / Smelling Jars	
tribute Blocks / Binomial / Trinomial Cube	

Art	
	Date of instruction
Color Tablets	
MI.SCI.IV.4. All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy. (Waves and Vibrations)	
MI.SCI.IV.4.E.3. Describe light from a light source in terms of its properties. (Key concepts: Brightness—bright, dim. Color of light—red, orange, yellow, green, blue, violet. Real-world contexts: Light from common sources, such as sun, stars, light bulb, colored lights, firefly, candle, flashlight.)	
MI.ART.I.1. All students will apply skills and knowledge to perform in the arts.	
MI.ART.I.1.E.VA.2. Use art materials and tools safely and responsibly.	
MI.ART.II.2. All students will apply skills and knowledge to create in the arts.	
MI.ART.II.2.E.VA.1. Apply knowledge of materials, techniques, and processes to create artwork.	
Artists and their Work	
MI.ART.III.3. All students will analyze, describe and evaluate works of art.	
MI.ART.III.3.E.VA.1. Generalize about the effects of visual structures and functions and reflect upon these effects in personal work.	
MI.ART.III.3.E.VA.2. Identify various purposes for creating works of visual art.	
MI.ART.III.3.E.VA.4. Describe and compare the characteristics of personal artwork.	
MI.ART.III.3.E.VA.5. Understand how personal experiences can influence the development of artwork.	

Art History

MI.ART.II.2. All students will apply skills and knowledge to create in the arts.
 MI.ART.II.2.E.VA.3. Explore/understand prospective subject matter, ideas, symbols for works of art.
 MI.ART.II.2.E.VA.5. Know different purposes of visual art to creatively convey ideas.
 MI.ART.III.3. All students will analyze, describe and evaluate works of art.
 MI.ART.III.3.E.VA.3. Understand there are different responses to specific artworks.
 MI.ART.IV.4. All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.
 MI.ART.IV.4.E.VA.1. Know that the visual arts have a history and specific relationships to various cultures.
 MI.ART.IV.4.E.VA.2. Identify specific works of art as belonging to particular cultures, times, and places.
 MI.ART.IV.4.E.VA.3. Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

Create

MI.ART.II.2. All students will apply skills and knowledge to create in the arts.
 MI.ART.II.2.E.VA.1. Apply knowledge of materials, techniques, and processes to create artwork.
 MI.ART.II.2.E.VA.4. Select and use subject matter, symbols and ideas to communicate meaning.
 MI.ART.III.3. All students will analyze, describe and evaluate works of art.
 MI.ART.III.3.E.VA.1. Generalize about the effects of visual structures and functions and reflect upon these effects in personal work.
 MI.ART.III.3.E.VA.2. Identify various purposes for creating works of visual art.
 MI.ART.III.3.E.VA.4. Describe and compare the characteristics of personal artwork.
 MI.ART.III.3.E.VA.5. Understand how personal experiences can influence the development of artwork.

Music

Date of Instruction

Bells

MI.SCI.IV.4. All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy. (Waves and Vibrations)
 MI.SCI.IV.4.E.1. Describe sounds in terms of their properties (pitch, loudness). (Key concepts: Pitch—high, low. Loudness—loud, soft. Real-world contexts: Sound from common sources, such as musical instruments, radio, television, animal sounds, thunder, human voices.)
 MI.SCI.IV.4.E.2. Explain how sounds are made. (Key concepts: Vibrations—fast, slow, large, small. Real-world contexts: Sounds from common sources, such as musical instruments, radio, television, animal sounds, thunder, human voices.)
 MI.ART.I.1. All students will apply skills and knowledge to perform in the arts.
 MI.ART.I.1.E.M.7. Echo short rhythms and melodic patterns.
 MI.ART.III.3. All students will analyze, describe and evaluate works of art.
 MI.ART.III.3.E.M.1. Identify simple music forms when presented aurally.

Music History

MI.ART.III.3. All students will analyze, describe and evaluate works of art.
 MI.ART.III.3.E.M.1. Identify simple music forms when presented aurally.
 MI.ART.III.3.E.M.2. Demonstrate perceptual skills by moving, by answering questions, and by describing aural examples of music of various styles representing diverse cultures.
 MI.ART.III.3.E.M.5. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
 MI.ART.III.3.E.M.7. Explain, using appropriate music terminology, personal preferences for specific musical works, and styles.
 MI.ART.IV.4. All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.
 MI.ART.IV.4.E.M.1. Identify by genre or style aural examples of music from various historical periods and cultures.
 MI.ART.IV.4.E.M.2. Describe how elements of music are used in examples from various cultures of the world.
 MI.ART.IV.4.E.M.4. Identify and describe roles of musicians in various settings and cultures.

Perform MI.ART.I.1. All students will apply skills and knowledge to perform in the arts. MI.ART.I.1.E.M.1. Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo. MI.ART.I.1.E.M.2. Sing from memory and play a varied repertoire of music representing genres and styles from diverse cultures. MI.ART.I.1.E.M.3. Sing expressively, with appropriate dynamics, phrasing, and interpretations. MI.ART.I.1.E.M.4. Sing ostinatos, partner songs, and rounds. MI.ART.I.1.E.M.5. Sing and play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor. MI.ART.I.1.E.M.6. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments. MI.ART.I.1.E.M.7. Echo short rhythms and melodic patterns. MI.ART.I.1.E.M.8. Perform independent instrumental parts while others sing or play contrasting parts.	
Create MI.ART.II.2. All students will apply skills and knowledge to create in the arts. MI.ART.II.2.E.M.1. Improvise simple rhythmic and melodic ostinato accompaniments. MI.ART.II.2.E.M.2. Improvise "answers" in the same style to given rhythmic and melodic phrases. MI.ART.II.2.E.M.3. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. MI.ART.II.2.E.M.4. Create and arrange short songs and instrumental pieces within specified guidelines. MI.ART.II.2.E.M.5. Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising. MI.ART.II.2.E.M.6. Create and arrange music to accompany readings, dramatizations, or visual media.	

Additional Michigan Standards in Art Education

Date of instruction	
MI.ART.I. Performing MI.ART.I.1. All students will apply skills and knowledge to perform in the arts. MI.ART.I.1.E.M.9. Read whole, half, dotted half, quarter, and eighth notes and rests in double and triple meter. MI.ART.I.1.E.M.10. Use a system to read simple pitch notation in the treble clef in major keys. MI.ART.I.1.E.M.11. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. MI.ART.I.1.E.M.12. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.	
MI.ART.I.1.E.VA.1. Use materials, techniques, media technology, and processes to communicate ideas and experiences. MI.ART.I.1.E.VA.3. Use visual characteristics and organizational principles of art to communicate ideas. MI.ART.I.1.E.VA.4. Be involved in the process and presentation of a final product or exhibit.	
MI.ART.II. Creating MI.ART.II.2. All students will apply skills and knowledge to create in the arts. MI.ART.II.2.E.D.5. Begin to develop tracking skills with video camera. MI.ART.II.2.E.T.1. Collaborate to select interrelated characters, environments, and situations for classroom dramatizations. MI.ART.II.2.E.T.2. Improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue. MI.ART.II.2.E.T.3. Visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources. MI.ART.II.2.E.VA.2. Apply knowledge of how visual characteristics and organizational principles communicate ideas. MI.ART.II.2.E.VA.6. Use technology as a tool for creative expression.	

MI.ART.III. Analyzing in Context	
MI.ART.III.3. All students will analyze, describe and evaluate works of art.	
MI.ART.III.3.E.D.3. Take an active role in a class discussion about interpretations of and reactions to a dance.	
ART.III.3.E.D.4. Present their own dances to peers and discuss their meaning with competence and confidence.	
MI.ART.III.3.E.D.5. Explore multiple solutions to a given movement problem; choose a favorite solution and discuss the reasons for that choice.	
MI.ART.III.3.E.D.6. Observe two dances and discuss how they are similar and different in terms of one of the elements of dance by observing body shapes, levels, and pathways.	
MI.ART.III.3.E.M.3. Use appropriate terminology in explaining music, music notation, musical instruments and voices, and music performances.	
MI.ART.III.3.E.M.4. Identify the sounds of a variety of instruments, including many orchestra, band and electronic instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.	
MI.ART.III.3.E.M.6. Devise criteria for evaluating performances and compositions.	
MI.ART.III.3.E.T.1. Imagine and clearly describe characters, their relationships, and their environments.	
MI.ART.III.3.E.T.2. Communicate information to peers about people, events, time, and place related to classroom dramatizations.	
MI.ART.III.3.E.T.3. Describe the visual, aural, oral, and kinetic elements of classroom dramatizations and explain personal preference.	
MI.ART.III.3.E.T.4. Analyze classroom dramatizations and constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations.	
MI.ART.III.3.E.T.5. Develop a means of improving the collaborative process of planning, playing, responding, and evaluating classroom dramatizations.	
MI.ART.III.3.E.T.6. Explain how the wants and needs of characters are similar to and different from their own.	
MI.ART.III.3.E.T.7. Articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances.	
MI.ART.IV. Arts in Context	
MI.ART.IV.4. All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.	
MI.ART.IV.4.E.M.3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.	
MI.ART.IV.4.E.M.5. Demonstrate audience behavior appropriate for the context and style of music performed.	
MI.ART.IV.4.E.T.1. Identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life.	
MI.ART.IV.4.E.T.2. Identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions.	
MI.ART.V. Connecting to other Arts, other Disciplines, and Life	
MI.ART.V.5. All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.	
MI.ART.V.5.E.D.2. Explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples.	
MI.ART.V.5.E.D.4. Respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how personal paintings reflect the dance they saw).	
MI.ART.V.5.E.M.1. Observe and identify similarities and differences in the meanings of common terms used in the various arts.	
MI.ART.V.5.E.M.2. Observe and identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.	
MI.ART.V.5.E.M.3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.	
MI.ART.V.5.E.M.4. Analyze personal, family, and community use of electronic media.	

MI.ART.V.5.E.T.1. Describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts.	
MI.ART.V.5.E.T.2. Compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts.	
MI.ART.V.5.E.T.3. Select movement, music, or visual elements to enhance the mood of a classroom dramatization.	
MI.ART.V.5.E.VA.1. Explain how visual arts have inherent relationships to everyday life.	
MI.ART.V.5.E.VA.2. Identify various careers in the visual arts.	
MI.ART.V.5.E.VA.3. Understand and use comparative characteristics of the visual arts and other arts disciplines.	
MI.ART.V.5.E.VA.4. Identify connections between the visual arts and other disciplines in the curriculum.	

3-6 CORRELATION OF MONTESSORI WITH MICHIGAN STATE STANDARDS

CULTURAL – SOCIAL SCIENCE

SOCIAL STUDIES STRANDS

	Code
Historical Perspective	I
Geographic Perspective	II
Civic Perspective	III
Economic Perspective	IV
Inquiry	V
Public Discourse and Decision Making	VI
Citizen Involvement	VII

History

	Date of instruction
Study of Time MI.SOC.I.1. All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present). (Time and Chronology). MI.SOC.I.1.EE.1. Use analog and digital clocks to tell time. MI.SOC.I.1.EE.2. Use weeks, months and years as intervals of time. MI.SOC.I.1.EE.3. Distinguish among the past, the present and the future. MI.SOC.I.2. All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past) I.SOC.I.2.EE.1. Identify those involved, what happened, where it happened in stories about the past.	
Time Lines MI.SOC.I.1. All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present). (Time and Chronology). MI.SOC.I.1.EE.4. Place events of their lives and the lives of others in chronological order.	

Geography

	Date of instruction
Land/ Air / Water MI.SCI.V.2. All students will demonstrate where water is found on earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere. (Hydrosphere) MI.SCI.V.2.E.1. Describe how water exists on earth in three states. (Key concepts: Liquid—visible, flowing, melting, dew, steam. Solid—hard, visible, freezing, ice. Gas—invisible, evaporation, water vapor. Also see Atmosphere and Weather benchmarks. Examples of water in each state, including dew, rain, snow, ice, steam; examples of melting, freezing, and evaporating. Examples of water in each state, including dew, rain, snow, ice, steam; examples of melting, freezing, and evaporating.) MI.SCI.V.2.E.2. Trace the path that rain water follows after it falls. (Key concepts: Precipitation—rain, clouds, fog, run-off. Flow—downhill, to ocean, underground. Bodies of water—streams, rivers, lakes, oceans. Examples of water flowing locally, including gutters, drains, streams, wetlands.)	

Land/ Air / Water, cont. MI.SCI.V.2.E.3. Identify sources of drinking water. (Key concepts: Water sources—wells, springs, Great Lakes, rivers. Examples of local sources of drinking water, including wells, rivers, lakes.) MI.SCI.V.2.E.4. Describe uses of water. (Key concepts: Domestic uses—drinking, cleaning, food preparation. Public uses—generate electricity, recreation, irrigation, transportation. Examples of local occasions when water is used, including car wash, swimming pools, fire hydrants, drinking, food preparation, cleaning.)	
Globes MI.SCI.V.4. All students will compare and contrast our planet and sun to other planets and star systems; describe and explain how objects in the solar system move; explain scientific theories as to the origin of the solar system; and explain how we learn about the universe. (Solar System, Galaxy and Universe) MI.SCI.V.4.E.1. Describe the sun, moon and earth. (Key concepts: Planet, star, sphere, space, solar system, larger/smaller, closer/farther, heat, light. Realworld contexts: Photos and videos from space of the sun, earth, moon, other planets.)	
Land Forms MI.SOC.II.1. All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures) MI.SOC.II.1.EE.2. Describe the natural characteristics of places and explain some basic causes for those characteristics.	
Maps MI.SOC.II.1. All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures) MI.SOC.II.1.EE.2. Describe the natural characteristics of places and explain some basic causes for those characteristics. MI.SOC.II.3. All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections) MI.SOC.II.3.EE.1. Identify locations of significance in their immediate environment and explain reasons for their location. MI.SOC.II.4. All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes) MI.SOC.II.4.EE.1. Identify regions in their immediate environment and describe their characteristics and boundaries.	
MI.SCI.V.1. All students will describe the earth's surface; describe and explain how the earth's features change over time; and analyze effects of technology on the earth's surface and resources. (Geosphere) MI.SCI.V.1.E.1. Describe major features of the earth's surface. (Key concepts: Types of features—rivers, mountains, deserts, plains, valleys, oceans. Real-world contexts: Examples of local surface features, such as hills, valleys, rivers; pictures of nonlocal land features, including mountains, deserts.) MI.SCI.V.1.E.4. Describe natural changes in the earth's surface. (Key concepts: Causes of changes—volcanoes, earthquakes, erosion, rivers. Results of change—valleys, mountains, cracks. Real-world contexts: Places around the school where erosion has occurred, such as gullies formed in down-hill gravel areas, cracks in asphalt.) MI.SOC.II.2. All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction) MI.SOC.II.2.EE.1. Describe how people use the environment to meet human needs and wants.	Included In All of the Above

Additional Social Studies – Not Included in Montessori

MI.SOC.I. Historical Perspective	Date of instruction
MI.SOC.I.2. All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)	
MI.SOC.I.2.EE.2. Describe the past through the eyes and experiences of those who were there as revealed through their records.	

MI.SOC.I.2.EE.3. Recount events from simple biographies of women and men representing a variety of societies from the past.	
MI.SOC.I.2.EE.4. Identify and explain how individuals in history demonstrated good character and personal virtue.	
MI.SOC.I.3. All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)	
MI.SOC.I.3.EE.1. Use a variety of records to construct a narrative about their personal or family histories.	
MI.SOC.I.3.EE.2. Differentiate between historical facts and historical interpretations.	
MI.SOC.I.3.EE.3. Explain why accounts of the same event differ.	
MI.SOC.I.4. All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)	
MI.SOC.I.4.EE.1. Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.	
MI.SOC.I.4.EE.2. Evaluate decisions made by others as reported in stories about the past.	
MI.SOC.II. Geographic Perspective	
MI.SOC.II.1. All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)	
MI.SOC.II.1.EE.1. Describe the human characteristics of places and explain some basic causes for those characteristics.	
MI.SOC.II.2. All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)	
MI.SOC.II.2.EE.2. Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.	
MI.SOC.II.3. All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)	
MI.SOC.II.3.EE.2. Identify people and places in other locations and explain their importance to the community.	
MI.SOC.II.3.EE.3. Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.	
MI.SOC.II.4. All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)	
MI.SOC.II.4.EE.2. Compare their community and region with others.	
MI.SOC.II.4.EE.3. Describe changes in the region over time as well as presently.	
MI.SOC.II.5. All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)	
MI.SOC.II.5.EE.1. Locate and describe major world events that are having an impact on their community and explain why they are important to the community.	
MI.SOC.III. Civic Perspective	
MI.SOC.III.1. All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)	
MI.SOC.III.1.EE.1. Cite examples of government carrying out its legal authority in their local community.	
MI.SOC.III.1.EE.2. Describe consequences of not having rules.	
MI.SOC.III.2. All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)	
MI.SOC.III.2.EE.1. Identify aspects of life at school and in the local community that illustrate justice and freedom.	
MI.SOC.III.4. All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power. (American Government and Politics)	
MI.SOC.III.4.EE.1. Identify rules at school and in the local community and consider consequences for breaking rules.	
MI.SOC.III.4.EE.2. Describe fair ways for groups to make decisions.	
MI.SOC.III.4.EE.3. Describe ways that individuals influence each other.	

<p>MI.SOC.III.5. All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)</p> <p>MI.SOC.III.5.EE.1. Distinguish between events in this country and events abroad.</p> <p>MI.SOC.III.5.EE.2. Recognize that events in other countries can affect Americans.</p>	
<p>MI.SOC.IV. Economic Perspective</p> <p>MI.SOC.IV.1. All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)</p> <p>MI.SOC.IV.1.EE.1. Identify ways families produce and consume goods and services.</p> <p>MI.SOC.IV.1.EE.2. List ways that individuals can conserve limited resources.</p>	
<p>MI.SOC.IV.2. All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)</p> <p>MI.SOC.IV.2.EE.1. Connect economic needs with businesses that meet them.</p> <p>MI.SOC.IV.2.EE.2. Select a particular good or service and describe the types of resources necessary to produce and distribute it.</p>	
<p>MI.SOC.IV.3. All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)</p> <p>MI.SOC.IV.3.EE.1. Describe a good or service provided by the local government and the method of payment.</p> <p>MI.SOC.IV.3.EE.2. Identify the goods and services their school provides and the people who provide them.</p> <p>MI.SOC.IV.3.EE.3. Identify an unmet local economic need and propose a plan to meet it.</p>	
<p>MI.SOC.IV.4. All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)</p> <p>MI.SOC.IV.4.EE.1. Identify examples of markets they experience in their daily life.</p> <p>MI.SOC.IV.4.EE.2. Distinguish between producers and consumers in a market economy.</p> <p>MI.SOC.IV.4.EE.3. Describe how the choices they make impact business decisions.</p>	
<p>MI.SOC.IV.5. All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)</p> <p>MI.SOC.IV.5.EE.1. Recognize economic exchanges in which they participate.</p> <p>MI.SOC.IV.5.EE.2. Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.</p>	
<p>MI.SOC.V. Inquiry</p> <p>MI.SOC.V.1. All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)</p> <p>MI.SOC.V.1.EE.1. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.</p> <p>MI.SOC.V.1.EE.3. Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.</p>	
<p>MI.SOC.V.2. All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)</p> <p>MI.SOC.V.2.EE.1. Pose a question about life in their school or local community.</p> <p>MI.SOC.V.2.EE.3. Construct an answer to the question posed and support their answer with evidence.</p> <p>MI.SOC.V.2.EE.4. Report the results of their investigation.</p>	

MI.SOC.VI. Public Discourse and Decision Making

MI.SOC.VI.1. All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to solve the issue. (Identifying and Analyzing Issues)

MI.SOC.VI.1.EE.1. Pose a question about matters of public concern that they have encountered in school or in the local community.

MI.SOC.VI.1.EE.2. Compare their own viewpoint about the matter raised with that of another individual.

MI.SOC.VI.2. All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)

MI.SOC.VI.2.EE.1. Engage each other in conversations about issues pertaining to governing their school.

MI.SOC.VI.3. All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)

MI.SOC.VI.3.EE.1. Compose brief statements expressing a decision on an issue in the school or local community.

MI.SOC.VII. Citizen Involvement

MI.SOC.VII.1. All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)

MI.SOC.VII.1.EE.1. Help to determine, interpret and enforce school rules.

MI.SOC.VII.1.EE.2. Participate in projects designed to help others in their local community.

World Languages – Not Included in Montessori

Date of instruction

MI.WL.I. Using a Non-English Language

MI.WL.I.1. All students will identify and use a non-English language appropriately to perform a variety of tasks, in a variety of contexts, and utilizing a variety of content.

MI.WL.I.1.E.1. Understand and respond to familiar questions and commands.

MI.WL.I.1.E.2. Derive meaning from oral and visual stimuli and respond appropriately.

MI.WL.I.1.E.3. Interact orally on familiar topics.

MI.WL.I.1.E.4. Express preferences orally.

MI.WL.I.1.E.5. Use learned utterances to satisfy immediate needs.

MI.WL.I.1.E.6. Copy or transcribe familiar words and phrases.

MI.WL.II. Using Strategies

MI.WL.II.2. All students will use a variety of strategies to communicate in a non-English language.

MI.WL.II.2.E.1. Recognize and interpret some gestures, facial expressions, and body language.

MI.WL.II.2.E.2. Derive meaning from visuals.

MI.WL.II.2.E.3. Use cognates to communicate wants, needs, and preferences.

MI.WL.II.2.E.4. Ask for clarification and repetition.

MI.WL.III. Written Discourse

MI.WL.III.3. All students will process and produce written discourse effectively in a non-English language.

MI.WL.III.3.E.1. Recognize the writing systems of other languages.

MI.WL.III.3.E.2. Copy or transcribe familiar words or phrases and produce some from memory.

MI.WL.III.3.E.3. Label familiar objects and representations of concepts and ideas.

MI.WL.IV. Expression and Inquiry

MI.WL.IV.4. All students will use a non-English language as a means of expression and inquiry.

MI.WL.IV.4.E.1. Understand predictable questions and commands.

MI.WL.IV.4.E.2. Interact orally on familiar topics.

MI.WL.IV.4.E.3. Use appropriate vocabulary to express limited personal needs.

MI.WL.V. Constructing Meaning

MI.WL.V.5. All students will extract meaning and knowledge from authentic non-English language texts, media presentations, and oral communication.

MI.WL.V.5.E.1. Begin to interact appropriately in limited social situations.

MI.WL.V.5.E.2. Recognize some aspects of other cultures represented in one's own environment.

MI.WL.VI. Linking Language and Culture	
<i>MI.WL.VI.6. All students will connect a non-English language and culture through texts, writing, discussion, and projects.</i>	
<i>MI.WL.VI.6.E.1. Recognize ways in which language reflects culture.</i>	
<i>MI.WL.VI.6.E.1. Begin to recognize differences and similarities between one's own language and culture and other languages and cultures.</i>	
MI.WL.VII. Acquiring Knowledge	
<i>MI.WL.VII.7. All students will use a non-English language to acquire knowledge and connect to other disciplines.</i>	
<i>MI.WL.VII.7.E.1. Use limited aspects of other languages to obtain some knowledge of other disciplines.</i>	
<i>MI.WL.VII.7.E.2. Use some knowledge acquired through other languages to begin to expand one's own personal knowledge and experience.</i>	
MI.WL.VIII. Global Community	
<i>MI.WL.VIII.8. All students will define and characterize the global community.</i>	
<i>MI.WL.VIII.8.E.1. Utilize technology to begin to develop an awareness of the global community.</i>	
<i>MI.WL.VIII.8.E.2. Begin to develop an awareness of the relationship of professions in one's own culture to those in other cultures.</i>	
MI.WL.IX. Diversity	
<i>MI.WL.IX.9. All students will identify diverse languages and cultures throughout the world.</i>	
<i>MI.WL.IX.9.E.1. Exhibit an awareness of other cultures.</i>	
<i>MI.WL.IX.9.E.2. Begin to demonstrate a respect for other cultures.</i>	
MI.WL.X. Learning as a Lifelong Process	
<i>MI.WL.X.10. All students will recognize learning a new language as a lifelong process.</i>	
<i>MI.WL.X.10.E.1. Demonstrate an independent motivation to learn another language.</i>	
<i>MI.WL.X.10.E.2. Demonstrate curiosity about language as a means of communication.</i>	

3-6 CORRELATION OF MONTESSORI WITH MICHIGAN STATE STANDARDS

CULTURAL—SCIENCE

SCIENCE STRANDS

	Code
Construct New Scientific and Personal Knowledge	I
Reflect on the Nature, Adequacy and Connections Across Scientific Knowledge	II
Use Scientific Knowledge from the Life Sciences in Real-World Contexts	III
Use Scientific Knowledge from the Physical Sciences in Real-World Contexts	IV
Use Scientific Knowledge from the Earth and Space Sciences in Real-World Contexts	V

Zoology

	Date of instruction
Living/ Non-Living MI.SCI.III.1. All students will apply an understanding of cells to the functioning of multicellular organisms; and explain how cells grow, develop and reproduce. (Cells) MI.SCI.III.1.E.1. Describe cells as living systems. (Key concepts: Life functions—growth, development, reproduction, response to environment, movement. All parts of living things are made of cells. Realworld contexts: Common plant, animal or protist cells: Elodea leaf cells, onion skin cells, human cheek cells, Paramecium.)	
Vertebrates / Invertebrates MI.SCI.III.2. All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things) MI.SCI.III.2.E.1. Compare and classify familiar organisms on the basis of observable physical characteristics. (Key concepts: Plant and animal parts—backbone, skin, shell, limbs, roots, leaves, stems, flowers. Real-world contexts: Animals that look similar—snakes, worms, millipedes; flowering and nonflowering plants; pine tree, oak tree, rose, algae.) MI.SCI.III.2.E.2. Describe vertebrates in terms of observable body parts and characteristics. (Key concepts: Vertebrate characteristics—fur, scales, feathers, horns, claws, eyes, quills, beaks, teeth, skeleton, muscles, cells. Realworld contexts: Vertebrate and nonvertebrate animals, such as humans, cow, sparrow, goldfish, spider, starfish, and animals listed above.)	
External Parts MI.SCI.III.2. All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things) MI.SCI.III.2.E.1. Compare and classify familiar organisms on the basis of observable physical characteristics. (Key concepts: Plant and animal parts—backbone, skin, shell, limbs, roots, leaves, stems, flowers. Real-world contexts: Animals that look similar—snakes, worms, millipedes; flowering and nonflowering plants; pine tree, oak tree, rose, algae.) MI.SCI.III.2.E.2. Describe vertebrates in terms of observable body parts and characteristics. (Key concepts: Vertebrate characteristics—fur, scales, feathers, horns, claws, eyes, quills, beaks, teeth, skeleton, muscles, cells. Realworld contexts: Vertebrate and nonvertebrate animals, such as humans, cow, sparrow, goldfish, spider, starfish, and animals listed above.) MI.HE.I.1. All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. MI.HE.I.1.E.1. Describe the basic structure and functions of the human body systems.	

Basic Needs

MI.SCI.III.2. All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things)

MI.SCI.III.2.E.4. Compare/contrast food, energy, and environmental needs of selected organisms. (Key concepts: Life requirements—food, air, water, minerals, sunlight, space, habitat. Real-world contexts: Germinating seeds, such as beans, corn; aquarium or terrarium life, i.e. guppy, goldfish, snail.)

MI.SCI.III.5. All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment; and analyze how humans and the environment interact. (Ecosystems)

MI.SCI.III.5.E.3. Describe the basic requirements for all living things to maintain their existence. (Key concepts: Needs of life—food, habitat, water, shelter, air, light, minerals. Real-world contexts: Selected ecosystems, such as an aquarium, rotting log, terrarium, backyard, local pond or wetland, wood lot.)

Environment

MI.SCI.III.2. All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things)

MI.SCI.III.2.E.4. Compare/contrast food, energy, and environmental needs of selected organisms. (Key concepts: Life requirements—food, air, water, minerals, sunlight, space, habitat. Real-world contexts: Germinating seeds, such as beans, corn; aquarium or terrarium life, i.e. guppy, goldfish, snail.)

MI.SCI.III.4. All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species; compare ways that living organisms are adapted (suited) to survive and reproduce in their environments; and analyze how species change through time. (Evolution)

MI.SCI.III.4.E.2. Explain how physical and/or behavioral characteristics of organisms help them to survive in their environments. (Key concepts: Characteristics—adaptation, fitness, instinct, learning, habit. Traits and their adaptive values—sharp teeth or claws for catching and killing prey, color for camouflage. Real-world contexts: Common vertebrate adaptations, such as white polar bears, sharp claws and sharp canines for predators, changing colors of chameleon; behaviors, such as migration, communication of danger, adaptation to changes in the environment.)

MI.SCI.III.5. All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment; and analyze how humans and the environment interact. (Ecosystems)

MI.SCI.III.5.E.3. Describe the basic requirements for all living things to maintain their existence. (Key concepts: Needs of life—food, habitat, water, shelter, air, light, minerals. Real-world contexts: Selected ecosystems, such as an aquarium, rotting log, terrarium, backyard, local pond or wetland, wood lot.)

MI.SCI.III.5.E.5. Describe positive and negative effects of humans on the environment. (Key concepts: Human effects on the environment—garbage, habitat destruction, land management, resource management. Realworld contexts: Household wastes, school wastes, waste water treatment, habitat destruction due to community growth, reforestation projects, establishing parks or other green spaces.)

Physical Science

Date of instruction

Safety / Scientific Equipment / Scientific Process

MI.SCI.I.1. All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge. (Constructing New Scientific Knowledge)

MI.SCI.I.1.E.1. Generate reasonable questions about the world based on observation. (Key concepts: See Using Scientific Knowledge. Real-world contexts: See Using Scientific Knowledge.)

MI.SCI.I.1.E.5. Develop strategies and skills for information gathering and problem solving. (Tools: Sources of information, such as reference books, trade books, periodicals. Real-world contexts: Seeking help from peers, adults, libraries, other resources.)

MI.SCI.II.1. All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science. (Reflecting on Scientific Knowledge)

MI.SCI.II.1.E.1. Develop an awareness of the need for evidence in making decisions scientifically. (Key concepts: Data, evidence, sample, guess, opinion. Realworld contexts: Deciding whether an explanation is supported by evidence in simple experiments.)

MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)

MI.SCI.IV.1.E.7. Describe possible electrical hazards to be avoided at home and at school. (Key concepts: Shock, wall outlet, hazards. Real-world contexts: Electric outlets, power lines, frayed electric cords, electric appliances, lightning.)

Solid/Liquid/Gas

MI.SCI.IV.2. All students will investigate, describe and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy. (Changes in Matter)

MI.SCI.IV.2.E.1. Describe common physical changes in matter—size, shape, melting, freezing, dissolving. (Key concepts: States of matter—solid, liquid, gas. Changes in size and shape—bending, tearing, breaking. Changes in state of matter—melting, freezing, dissolving, invisible heat source. Real-world contexts: Changes in size or shape of familiar objects, such as making snowballs, breaking glass, crumbling cookies, making clay models, carving wood, breaking bones; changes in state of water or other substances, such as freezing of ice cream, or ponds, melting wax or steel.)

MI.SCI.V.2. All students will demonstrate where water is found on earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere. (Hydrosphere)

MI.SCI.V.2.E.1. Describe how water exists on earth in three states. (Key concepts: Liquid—visible, flowing, melting, dew, steam. Solid—hard, visible, freezing, ice. Gas—invisible, evaporation, water vapor. Also see Atmosphere and Weather benchmarks. Real-world contexts: Examples of water in each state, including dew, rain, snow, ice, steam; examples of melting, freezing, and evaporating. Real-world contexts: Examples of water in each state, including dew, rain, snow, ice, steam; examples of melting, freezing, and evaporating.)

MI.SCI.V.3. All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere. (Atmosphere and Weather)

MI.SCI.V.3.E.1. Describe the atmosphere. (Key concepts: Air as a substance. Clouds, dew. Also see Hydrosphere benchmarks and Solar System benchmarks. Realworld contexts: Daily atmospheric conditions; examples of using air to do work, including balloons, fans.)

<p>Water</p> <p>MI.SCI.V.2. All students will demonstrate where water is found on earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere. (Hydrosphere)</p> <p>MI.SCI.V.2.E.1. Describe how water exists on earth in three states. (Key concepts: Liquid—visible, flowing, melting, dew, steam. Solid—hard, visible, freezing, ice. Gas—invisible, evaporation, water vapor. Also see Atmosphere and Weather benchmarks. Real-world contexts: Examples of water in each state, including dew, rain, snow, ice, steam; examples of melting, freezing, and evaporating. Real-world contexts: Examples of water in each state, including dew, rain, snow, ice, steam; examples of melting, freezing, and evaporating.)</p> <p>MI.SCI.V.2.E.2. Trace the path that rain water follows after it falls. (Key concepts: Precipitation—rain, clouds, fog, run-off. Flow—downhill, to ocean, underground. Bodies of water—streams, rivers, lakes, oceans. Real-world contexts: Examples of water flowing locally, including gutters, drains, streams, wetlands.)</p> <p>MI.SCI.V.2.E.3. Identify sources of drinking water. (Key concepts: Water sources—wells, springs, Great Lakes, rivers. Real-world contexts: Examples of local sources of drinking water, including wells, rivers, lakes.)</p> <p>MI.SCI.V.2.E.4. Describe uses of water. (Key concepts: Domestic uses—drinking, cleaning, food preparation. Public uses—generate electricity, recreation, irrigation, transportation. Real-world contexts: Examples of local occasions when water is used, including car wash, swimming pools, fire hydrants, drinking, food preparation, cleaning.)</p> <p>MI.SCI.V.3. All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere. (Atmosphere and Weather)</p> <p>MI.SCI.V.3.E.1. Describe the atmosphere. (Key concepts: Air as a substance. Clouds, dew. Also see Hydrosphere benchmarks and Solar System benchmarks. Realworld contexts: Daily atmospheric conditions; examples of using air to do work, including balloons, fans.)</p>	
<p>Light</p> <p>II.SCI.IV.4. All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy. (Waves and Vibrations)</p> <p>MI.SCI.IV.4.E.3. Describe light from a light source in terms of its properties. (Key concepts: Brightness—bright, dim. Color of light—red, orange, yellow, green, blue, violet. Real-world contexts: Light from common sources, such as sun, stars, light bulb, colored lights, firefly, candle, flashlight.)</p> <p>MI.SCI.IV.4.E.4. Explain how light illuminates objects. (Key concepts: Light source, illumination, path of light. Real-world contexts: Objects illuminated by light from common sources.)</p> <p>MI.SCI.IV.4.E.5. Explain how shadows are made. (Key concepts: Shadow, blocked path. Real-world contexts: Shadows made by putting objects in the path of light from common sources, including sunlight, light bulbs, projectors.)</p>	
<p>Air</p>	
<p>Sound</p> <p>MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)</p> <p>MI.SCI.IV.1.E.4. Identify forms of energy associated with common phenomena. (Key concepts: Energy, work, heat, sound, food energy, energy of motion, electrical. Real-world contexts: Appropriate selection of energy and phenomena, such as appliances like a toaster or iron that use electricity, sun's heat to melt chocolate, water wheels, wind-up toys, warmth of sun on skin, windmills, music from guitar.)</p> <p>MI.SCI.IV.4. All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy. (Waves and Vibrations)</p> <p>MI.SCI.IV.4.E.1. Describe sounds in terms of their properties (pitch, loudness). (Key concepts: Pitch—high, low. Loudness—loud, soft. Real-world contexts: Sound from common sources, such as musical instruments, radio, television, animal sounds, thunder, human voices.)</p> <p>MI.SCI.IV.4.E.2. Explain how sounds are made. (Key concepts: Vibrations—fast, slow, large, small. Real-world contexts: Sounds from common sources, such as musical instruments, radio, television, animal sounds, thunder, human voices.)</p>	

Magnets <i>MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)</i> <i>MI.SCI.IV.1.E.5. Describe the interaction of magnetic materials with other magnetic and non-magnetic materials. (Key concepts: Magnetic/non-magnetic, magnetic poles, magnetic attraction and repulsion. Tools: Magnetic compass. Real-world contexts: Common magnets, using a magnetic compass to find direction.)</i>	
Force <i>MI.SCI.IV.3. All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions. (Motion of Objects)</i> <i>MI.SCI.IV.3.E.2. Describe how forces (pushes or pulls) are needed to speed up, slow down, stop, or change the direction of a moving object. (Key concepts: Changes in motion—speeding up, slowing down, turning. Common forces—push, pull, friction, gravity. Real-world contexts: Playing ball, moving chairs, sliding objects.)</i>	
Motion <i>MI.SCI.IV.3. All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions. (Motion of Objects)</i> <i>MI.SCI.IV.3.E.1. Describe or compare motions of common objects in terms of speed and direction. (Key concepts: Words—east, west, north, south, right, left. Speed words—fast, slow, faster, slower. Real-world contexts: Motions of familiar objects in two dimensions, including rolling or thrown balls, wheeled vehicles, sliding objects.)</i>	
Energy <i>MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)</i> <i>MI.SCI.IV.1.E.4. Identify forms of energy associated with common phenomena. (Key concepts: Energy, work, heat, sound, food energy, energy of motion, electrical. Real-world contexts: Appropriate selection of energy and phenomena, such as appliances like a toaster or iron that use electricity, sun's heat to melt chocolate, water wheels, wind-up toys, warmth of sun on skin, windmills, music from guitar.)</i>	
Friction <i>MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)</i> <i>MI.SCI.IV.1.E.4. Identify forms of energy associated with common phenomena. (Key concepts: Energy, work, heat, sound, food energy, energy of motion, electrical. Real-world contexts: Appropriate selection of energy and phenomena, such as appliances like a toaster or iron that use electricity, sun's heat to melt chocolate, water wheels, wind-up toys, warmth of sun on skin, windmills, music from guitar.)</i>	
Heat <i>MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)</i> <i>MI.SCI.IV.1.E.4. Identify forms of energy associated with common phenomena. (Key concepts: Energy, work, heat, sound, food energy, energy of motion, electrical. Real-world contexts: Appropriate selection of energy and phenomena, such as appliances like a toaster or iron that use electricity, sun's heat to melt chocolate, water wheels, wind-up toys, warmth of sun on skin, windmills, music from guitar.)</i>	
Weight <i>MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)</i> <i>MI.SCI.IV.1.E.2. Measure weight, dimensions, and temperature of appropriate objects and materials. (Key concepts: linear dimensions—length, width, height, long, short, wide, narrow, tall, short, taller, shorter. Units of measure (both standard and nonstandard)—meters, centimeters, inches. Measurement tools: Ruler, meter stick, balance or scale, thermometer. Real-world contexts: Common objects such as those listed above.)</i>	

Electricity

MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)

MI.SCI.IV.1.E.4. Identify forms of energy associated with common phenomena. (Key concepts: Energy, work, heat, sound, food energy, energy of motion, electrical. Real-world contexts: Appropriate selection of energy and phenomena, such as appliances like a toaster or iron that use electricity, sun's heat to melt chocolate, water wheels, wind-up toys, warmth of sun on skin, windmills, music from guitar.)

MI.SCI.IV.1.E.6. Describe the interaction of charged materials with other charged or uncharged materials. (Key concepts: Charging by rubbing or touching, electric attraction and repulsion. Real-world contexts: Static cling, lightning, sparks.)

MI.SCI.IV.1.E.7. Describe possible electrical hazards to be avoided at home and at school. (Key concepts: Shock, wall outlet, hazards. Real-world contexts: Electric outlets, power lines, frayed electric cords, electric appliances, lightning.)

Properties

MI.SCI.IV.1. All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. (Matter and Energy)

MI.SCI.IV.1.E.1. Classify common objects and substances according to observable attributes: color, size, shape, smell, hardness, texture, flexibility, length, weight, buoyancy, states of matter, or magnetic properties. (Key concepts: Texture—rough, smooth. Flexibility—rigid, stiff, firm, flexible, strong. Smell—pleasant, unpleasant. States of matter—solid, liquid, gas. Magnetic properties—attract, repel, push, pull. Size—large, small, larger, smaller. Buoyancy—sink, float. Color—common color words. Shape—circle, square, triangle, rectangle, oval. Weight—heavy, light, heavier, lighter. Realworld contexts: Common objects, such as desks, coins, pencils, buildings, snowflakes; common substances, including—solids, such as copper, iron, wood, plastic, Styrofoam; liquids, such as water, alcohol, milk, juice, gasoline; gases such as air, helium, water vapor.)

MI.SCI.IV.1.E.2. Measure weight, dimensions, and temperature of appropriate objects and materials. (Key concepts: linear dimensions—length, width, height, long, short, wide, narrow, tall, short, taller, shorter. Units of measure (both standard and nonstandard)—meters, centimeters, others. Measurement tools: Ruler, meter stick, balance or scale, thermometer. Real-world contexts: Common objects such as those listed above.)

MI.SCI.IV.1.E.3. Identify properties of materials which make them useful. (Key concepts: Useful properties—unbreakable, waterproof, light, conducts electricity, conducts heat, attracted to a magnet. Realworld contexts: Appropriate selection of materials for a particular use, such as waterproof raincoat, cotton or wool for clothing, glass for windows, metal pan to conduct heat, copper wire to conduct electricity.)

Weather

MI.SCI.V.3. All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere. (Atmosphere and Weather)

MI.SCI.V.3.E.1. Describe the atmosphere. (Key concepts: Air as a substance. Clouds, dew. Also see Hydrosphere benchmarks and Solar System benchmarks. Realworld contexts: Daily atmospheric conditions; examples of using air to do work, including balloons, fans.)

MI.SCI.V.3.E.2. Describe weather conditions and climates. (Key concepts: Temperature—cold, hot, warm, cool. Cloud cover—cloudy, fog, partly cloudy. Precipitation—rain, snow, hail. Wind—breezy, windy, calm. Severe weather—thunderstorms, lightning, tornadoes, high winds, blizzards. Climates—desert (hot and dry), continental (seasonal changes), tropical (hot and humid), polar. Tools: Thermometer, wind sock. Realworld contexts: Daily changes in weather; examples of severe weather; examples of climates, including desert, mountain, polar, temperate.)

MI.SCI.V.3.E.3. Describe seasonal changes in weather. (Key concepts: Seasons—fall, winter, spring, summer. Real-world contexts: Examples of visible seasonal changes in nature.)

MI.SCI.V.3.E.4. Explain appropriate safety precautions during severe weather. (Key concepts: Safety precautions—safe locations, sirens, radio broadcasts, severe weather watch and warning. Real-world contexts: Examples of local severe weather, including thunderstorms and tornadoes, that change with the seasons; examples of local community safety precautions, including weather bulletins and tornado sirens.)

Change

MI.SCI.IV.2. All students will investigate, describe and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy. (Changes in Matter)

MI.SCI.IV.2.E.1. Describe common physical changes in matter—size, shape, melting, freezing, dissolving. (Key concepts: States of matter—solid, liquid, gas. Changes in size and shape—bending, tearing, breaking. Changes in state of matter—melting, freezing, dissolving, invisible heat source. Real-world contexts: Changes in size or shape of familiar objects, such as making snowballs, breaking glass, crumbling cookies, making clay models, carving wood, breaking bones; changes in state of water or other substances, such as freezing of ice cream, or ponds, melting wax or steel.)

Rocks

MI.SCI.III.4. All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species; compare ways that living organisms are adapted (suited) to survive and reproduce in their environments; and analyze how species change through time. (Evolution)

MI.SCI.III.4.E.1. Explain how fossils provide evidence about the nature of ancient life. (Key concepts: Types of evidence—fossil, extinct, ancient, modern life forms. Real-world contexts: Common contexts—plant and animal fossils, museum dioramas and paintings/drawings of ancient life and/or habitats.)

MI.SCI.V.1. All students will describe the earth's surface; describe and explain how the earth's features change over time; and analyze effects of technology on the earth's surface and resources. (Geosphere)

MI.SCI.V.1.E.2. Recognize and describe different types of earth materials. (Key concepts: Materials—sand, clay, silt, soil, rock, minerals. Origins—molten rock, river beds, natural vs. manufactured. Tools: Hand lens. Real-world contexts: Samples of earth materials, such as rocks, sand, soil, ores.)

MI.SCI.V.1.E.3. Explain how rocks and fossils are used to understand the history of the earth. (Key concepts: Fossils, extinct animals, dinosaurs, age of fossils, rock layers. Also see Evolution benchmarks. Realworld contexts: Fossils found in gravel, mines and quarries, museum displays; local examples of layered rocks.)

Chemistry

MI.SCI.IV.2. All students will investigate, describe and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy. (Changes in Matter)

MI.SCI.IV.2.E.2. Prepare mixtures and separate them into their component parts. (Key concepts: Mixture, solution. Separation techniques—filtration, using sieves, dissolving soluble substances, magnets, floating vs. sinking, distillation. Tools: Filter paper, funnels, magnets, sieves, beakers, solar stills. Real-world contexts: Mixtures of various kinds—salt and pepper, iron filings and sand, sand and sugar, rocks and wood chips, sand and gravel.)

Botany

Date of Instruction

Trees**Shrubs****Flowers**

MI.SCI.III.2. All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things)

MI.SCI.III.2.E.5. Describe functions of selected seed plant parts. (Key concepts: Plant parts—roots, stems, leaves, flowers, fruits, seeds. Real-world contexts: Common edible plant parts, such as bean, cauliflower, carrot, apple, tomato, spinach.)

Plants MI.SCI.III.2. All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things) MI.SCI.III.2.E.5. Describe functions of selected seed plant parts. (Key concepts: Plant parts—roots, stems, leaves, flowers, fruits, seeds. Real-world contexts: Common edible plant parts, such as bean, cauliflower, carrot, apple, tomato, spinach.)	
Leaves MI.SCI.III.2. All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things) MI.SCI.III.2.E.5. Describe functions of selected seed plant parts. (Key concepts: Plant parts—roots, stems, leaves, flowers, fruits, seeds. Real-world contexts: Common edible plant parts, such as bean, cauliflower, carrot, apple, tomato, spinach.)	
Seeds MI.SCI.III.2. All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things) MI.SCI.III.2.E.5. Describe functions of selected seed plant parts. (Key concepts: Plant parts—roots, stems, leaves, flowers, fruits, seeds. Real-world contexts: Common edible plant parts, such as bean, cauliflower, carrot, apple, tomato, spinach.)	
Nature Walk / Gardening / Environment MI.SCI.II.1. All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science. (Reflecting on Scientific Knowledge) MI.SCI.II.1.E.4. Develop an awareness of and sensitivity to the natural world. (Key concepts: appreciation of the balance of nature and the effects organisms have on each other, including the effects humans have on the natural world. Real-world contexts: See Using Scientific Knowledge.)	
Basic Needs	

Additional Science	
MI.SCI.I. Construct New Scientific and Personal Knowledge	Date of instruction
MI.SCI.I.1. All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge. (Constructing New Scientific Knowledge) MI.SCI.I.1.E.3. Manipulate simple mechanical devices and explain how they work. (Key concepts: Names and uses for parts of machines, such as levers, wheel and axles, pulleys, inclined planes, gears, screws, wedges. Real-world contexts: Simple mechanical devices, such as bicycles, bicycle pumps, pulleys, faucets, clothespins.) MI.SCI.I.1.E.6. Construct charts and graphs and prepare summaries of observations. (Key concepts: Increase, decrease, steady. Tools: Graph paper, rulers, crayons. Real-world contexts: Examples of simple charts and graphs like those found in a newspaper.)	
MI.SCI.II. Reflect on the Nature, Adequacy and Connections Across Scientific Knowledge	
MI.SCI.II.1. All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science. (Reflecting on Scientific Knowledge) MI.SCI.II.1.E.2. Show how science concepts can be interpreted through creative expression such as language arts and fine arts. (Key concepts: Poetry, expository work, painting, drawing, music, diagrams, graphs, charts. Real-world contexts: Explaining simple experiments using paintings and drawings; describing natural phenomena scientifically and poetically.)	

<p>MI.SCI.II.1.E.3. Describe ways in which technology is used in everyday life. (Key concepts: Provide faster and farther transportation and communication, organize information and solves problems, save time. Real-world contexts: Cars, other machines, radios, telephones, computer games, calculators, appliances.)</p> <p>MI.SCI.II.1.E.5. Develop an awareness of contributions made to science by people of diverse backgrounds. (Key concepts: Scientific contributions made by people of diverse cultures and backgrounds. Real-world contexts: See Using Scientific Knowledge.)</p>	
MI.SCI.III. Use Scientific Knowledge from the Life Sciences in Real-World Contexts	
<p>MI.SCI.III.2. All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things)</p> <p>MI.SCI.III.2.E.3. Describe life cycles of familiar organisms. (Key concepts: Life cycle stages—egg, young, adult, seed, flower, fruit. Real-world contexts: Common plants and animals such as beans, apples, butterflies, grasshoppers frogs, birds.)</p>	
<p>MI.SCI.III.3. All students will investigate and explain how characteristics of living things are passed on through generations; explain why organisms within a species are different from one another; and explain how new traits can be established by changing or manipulating genes. (Heredity)</p> <p>MI.SCI.III.3.E.1. Give evidence that characteristics are passed from parents to young. (Key concepts: Participants—parent, young. Characteristics—hair color, eye color, skin color, leaf shape, leaf size. Real-world contexts: Example of mature and immature organisms, such as dogs/puppies, cats/kittens, maple trees/saplings, beans/seedlings.)</p>	
<p>MI.SCI.III.5. All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment; and analyze how humans and the environment interact. (Ecosystems)</p> <p>MI.SCI.III.5.E.1. Identify familiar organisms as part of a food chain or food web and describe their feeding relationships within the web. (Key concepts: Producer, consumer, predator, prey, decomposer, habitat. Real-world contexts: Food chains and food webs involving organisms, such as rabbits, birds, snakes, grasshoppers, plants.)</p> <p>MI.SCI.III.5.E.2. Explain common patterns of interdependence and interrelationships of living things. (Key concepts: Producer, consumer, predator, prey, decomposer, habitat. Real-world contexts: Relationships among plants and animals in an ecosystem—symbiotic relationships, such as insects and flowering plants, birds eating fruit & spreading seeds; parasitic relationships, such as human & mosquitoes, trees & mistletoe.)</p> <p>MI.SCI.III.5.E.4. Design systems that encourage growing of particular plants or animals. (Key concepts: Needs of life—food, habitat, water, shelter, air, light, minerals. Realworld contexts: Ecosystems managed by humans, including farms, ranches, gardens, lawns, potted plants.)</p>	
MI.SCI.IV. Use Scientific Knowledge from the Physical Sciences in Real-World Contexts	
<p>MI.SCI.IV.2. All students will investigate, describe and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy. (Changes in Matter)</p> <p>MI.SCI.IV.2.E.3. Construct simple objects that fulfill a technological purpose. (Materials: Rubber bands, paper, corks, scrap wood. Real-world contexts: Simple bridges, boats, planes, ramps that can be made from common materials.)</p>	
<p>MI.SCI.IV.3. All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions. (Motion of Objects)</p> <p>MI.SCI.IV.3.E.3. Use simple machines to make work easier. (Key concepts: Inclined planes, levers, pulleys, gears, wheel and axles, screws, wedges. Real-world contexts: Block and tackles, ramps, screwdrivers, can openers.)</p>	

MI.SCI.V. Use Scientific Knowledge from the Earth and Space Sciences in Real-World Contexts

MI.SCI.V.4. All students will compare and contrast our planet and sun to other planets and star systems; describe and explain how objects in the solar system move; explain scientific theories as to the origin of the solar system; and explain how we learn about the universe. (Solar System, Galaxy and Universe)

MI.SCI.V.4.E.2. Describe the motions of the earth and moon around the sun. (Key concepts: Perceived movement of the sun across the sky, orbit, month, year, day, night, spin, calendar. Real-world contexts: Models or diagrams of the positions and relative distances between the sun, earth, moon; models showing the motions of the earth and moon; outdoor observing of the sun's motion.)

TECHNOLOGY STRANDS

	Code
USING AND TRANSFERRING	I
USING INFORMATION TECHNOLOGIES	II
APPLYING APPROPRIATE TECHNOLOGIES	III
EMPLOYING SYSTEMATIC APPROACH	IV
APPLYING STANDARDS	V
EVALUATING AND FORECASTING	VI

Additional Technology – Not Included in Montessori Lessons

	Date of instruction
<i>MI.TECH.I.1. All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner).</i>	
<i>MI.TECH.I.1.EE.1. Identify technology in the home.</i>	
<i>MI.TECH.I.1.EE.2. Identify technological sources of information.</i>	
<i>MI.TECH.I.1.EE.3. Identify technological means used to buy and sell products and services.</i>	
<i>MI.TECH.I.1.EE.4. Recognize/explore technological systems in your community.</i>	
<i>MI.TECH.I.1.EE.5. Identify various technologically related careers.</i>	
<i>MI.TECH.I.1.EE.6. Demonstrate the proper care of technological systems and components.</i>	
<i>MI.TECH.II.2. All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.</i>	
<i>MI.TECH.II.2.EE.1. Input and retrieve information from a technological system (including the practice of word processing skills).</i>	
<i>MI.TECH.II.2.EE.2. Process information retrieved electronically.</i>	
<i>MI.TECH.II.2.EE.4. Evaluate information received through technologies.</i>	
<i>MI.TECH.III.3. All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.</i>	
<i>MI.TECH.III.3.EE.1. Explore technological solutions to a problem.</i>	
<i>MI.TECH.III.3.EE.2. Use a variety of technologies to express ideas (voice, data, video, graphics, etc).</i>	
<i>MI.TECH.III.3.EE.3. Identify several technological options to perform a task.</i>	
<i>MI.TECH.III.3.EE.4. Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).</i>	
<i>MI.TECH.IV.4. All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems, and environments.</i>	
<i>MI.TECH.IV.4.EE.1. Use the basic terminology for a variety of technological systems (i.e. input, process, output, and feedback).</i>	
<i>MI.TECH.IV.4.EE.2. Presents technological solutions using sketches and drawings.</i>	
<i>MI.TECH.IV.4.EE.3. Use measurement to determine lengths, widths, and heights to construct and record technological solutions to problems.</i>	
<i>MI.TECH.IV.4.EE.4. Transfer and record measurements from technological solutions to problems.</i>	
<i>MI.TECH.IV.4.EE.5. Explore and compare tools used in cutting, forming, fastening, and finishing materials to produce technological solutions to problems.</i>	
<i>MI.TECH.IV.4.EE.6. Use appropriate tools, materials, equipment, and processes in a safe manner to design a technological solution to a given problem.</i>	
<i>MI.TECH.IV.4.EE.7. Identify the components (input, process, output, feedback) and follow a basic systematic approach (process folio) to design technological solutions to a given problem.</i>	
<i>MI.TECH.IV.4.EE.8. Create a simple quality prototype using appropriate tools, materials, equipment, and processes to solve a given technological problem.</i>	
<i>MI.TECH.IV.4.EE.9. Identify how resources and processes are used to help people in society accomplish tasks to achieve a technological solution to a problem.</i>	

MI.TECH.V.5. All students will apply ethical and legal standards in planning, using, and evaluating technology.	
MI.TECH.V.5.EE.1. Practice ethical and legal standards related to technology in the home and at school (e.g. follow classroom rules, respect personal property, etc).	
MI.TECH.V.5.EE.2. Recognize legal authority in situations involving technology and the well being of others.	
MI.TECH.V.5.EE.3. Participate in the creation of a rule related to technology and explain its impact on others.	
MI.TECH.V.5.EE.4. Explain how individuals are responsible for their technology related actions and decisions.	
MI.TECH.VI.6. All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.	
MI.TECH.VI.6.EE.1. Describe how a technology could be used in a career or occupation.	
MI.TECH.VI.6.EE.2. Give examples of the effects of technology on life in the past and present.	
MI.TECH.VI.6.EE.3. Compare and contrast individuals' experiences and decisions about technology.	
MI.TECH.VI.6.EE.4. Identify the advantages and disadvantages from the application of a technology to a civic, economic, or societal problem.	
MI.TECH.VI.6.EE.5. List and describe safe and unsafe aspects of technology in relation to oneself and others.	
MI.TECH.VI.6.EE.6. Identify how technology has impacted the environment.	
MI.TECH.VI.6.EE.7. Study and predict the consequences of the development of a new technology.	

SCHEDULE 7-3

STAFF RESPONSIBILITIES

BLACK RIVER

PUBLIC SCHOOL

POSITION TITLE: Head of School
REPORTS TO: Board of Trustees
SUPERVISES: Assistant Head of School
Director of Operations
Dean of Students
Teaching Staff
Administrative Assistant/Office Secretary
Business Assistant

RECOMMENDED

SALARY: \$

BASIC FUNCTION:

Provide leadership and direction as the Chief Executive Officer of the school, vested with full responsibility and authority for policy implementation subject to the approval and direction of the Board. Successfully implement the goals and objectives of the school expressed in the Mission Statement, Strategic Plan, and other supporting documents; Provide direct and indirect supervision to academic staff.

ESSENTIAL FUNCTIONS:

1. Provide leadership and direction to the school in both short-term and long-term planning matters generally; Lead the annual strategic planning process; Present the annual strategic, financial, and budget plans.
2. Perform duties as Chief Academic Officer of the school and be responsible for directing the planning of the academic program to meet the needs of the students; Develop, along with faculty and staff, programs to realize the academic plans.
3. Be accountable for the development and administration of sound human resource policies and procedures, and for the employment of faculty and other members of the academic staff; Ensure conformance with all required and voluntary equal opportunity employment practices and policies of the school.
4. Be responsible, subject to Board approval and within policy set by the school, for employing teaching staff and other academic personnel, for fixing their terms of employment and compensation, and for prescribing their duties.

5. Be responsible for the development and maintenance of the school's disciplinary policies and practices, consistent with the Mission of the school and legal considerations and guidelines.
6. Ensure maintenance of sound financial and risk management practices and controls, defined by the Board and the Director of Operations; Ensure compliance with budgetary provisions and other matters of policy and procedure by all faculty and staff.
7. Ensure compliance with regulatory requirements, minimizing findings of State or other auditors; Ensure the completion and submission of all mandated local, state, and federal reports.
8. Manage marketing and community relations generally, including media, business, contributor, and parent communication; Act as a liaison with other academic organizations.
9. Be accountable for appropriate quality, planning, and maintenance of the school's building and grounds, and for general matters of safety.
10. Act as the primary liaison and official medium of communication between the Board and the faculty, or any individual, or school official.
11. Lead and manage teaching staff generally, including convening of faculty meetings and presiding at such meetings.
12. Act as the final authority in the internal affairs of the school and if may exercise the right of veto over any faculty decisions believed to be not in the best interests of the school.
13. As directed by the Board of Trustees and as required to carry out the duties of the position, seek legal advice and report to the Board generally on legal considerations of all issues presented.

RELATIONSHIPS:

Internal Contacts - Frequent contact with all members of academic and administrative staff, and students and board members

External Contacts - Regular contact with service providers; Regular contact with parents and parent volunteers; Regular contact with other academic organizations; Occasional contact with media, community and business leaders, and contributors; Occasional contact with legal counsel.

BLACK RIVER PUBLIC SCHOOL

FLSA: Exempt

POSITION TITLE: Director of Operations

REPORTS TO: Head of School and Board of Trustees

SUPERVISES: Technical Administrator
Assistant Technical Administrator
Other Administrative Staff
Contract Staff (Management of)

DATE: December 7, 1996

BASIC FUNCTION

Directs and coordinates all business, financial, administrative, and other non-academic activities of the School, as directed by the Head of School and the Board of Trustees. Provides supervision to administrative staff members.

ESSENTIAL FUNCTIONS

1. Facilitates and supports the annual strategic planning process. Defines planning processes and systems necessary to complete and present annual strategic, financial and budget plans. Provides ongoing monitoring and measurement of same to ensure objective are met.
2. Ensures sound financial and risk management practices and controls are implemented by the school. Develops, maintains, and presents to the Head of School and Board, appropriate periodic and non-periodic reporting including monthly budget analysis, etc. Ensures compliance with all state and federal accounting and internal control requirements. Manages the annual state audit and reports results to the Head of School and Board of Trustees. Provides responses and compliance plans for audit findings as required.
3. As directed by the Head of School and/or the Board, prepares and presents recommendations regarding significant capital or other expenditures and contracts, including all financial considerations, alternatives (e.g., lease versus buy, etc.). Negotiates and enters into contracts as directed and authorized by the School.
4. Provides leadership and direction in the development and maintenance of information systems for the School. Ensures system integrity, availability and protection of data. Ensures investments in technology meet both business and academic objectives the school. Develops and presents the annual systems plan as part of the strategic planning and budgeting process. Supervises technical staff members.
5. Ensures appropriate student records are maintained sufficient to meet the objectives of the School. Ensures student data complies with other legal, regulatory, financial program qualification, and other requirements.
6. Develops and maintains methods and systems necessary to ensure classroom scheduling activities meet the objectives of the School.

**Black River Public School Position Description
(Director of Operations - 12/7/96)**

7. Develops, recommends, and maintains Human Resource related policy and procedures to ensure a fair and equitable employment environment. Facilitates hiring, promotion, reclassification, termination, and other related activities. Completes required hiring due diligence (e.g., reference checks, compiling and verification of certification credentials, etc.). Advises the Head of School and Board on matter of employment contract, compensation, fringe benefit, and related issues other. To ensure appropriate pay practices, compiles an annual equity study including review of local, regional, and national pay practice, rates, and other compensation related statistics. Ensures the School's compliance with all equal opportunity programs and requirements. Provides appropriate reporting to the Head of School and the Board regarding equal opportunity program compliance.
8. Responsible for development of the annual grant application plan.
9. Responsible for the ongoing operation and maintenance of the building and grounds. Prepares and presents annual and periodic facilities maintenance and development plans.
10. Develops, recommends, and maintains policies and practices on issues of students, facility and staff safety.
11. As directed by the Head of School and the Board of Trustees, and as required to carry out the duties of the position, seeks legal advice and reports to the Board generally on legal considerations of all issues presented.

RELATIONSHIPS

- A. Internal Contacts - Frequent contact with facility, staff, and students. Frequent contact with board members.
- B. External Contacts - Frequent contact service providers (e.g., accounting, facility management, insurance, etc.). Regular contact with students, parents, and parent volunteers. Occasional contact with legal counsel.

REQUIREMENTS

College degree in Business, Public Administration, or other related area with emphasis in Accounting or Finance. Masters degree preferred and/or CPA preferred. Seven to ten years general business experience, including three to five years with direct supervisory responsibility. Sound knowledge of information systems and data management. Experience in a not-for-profit environment preferred. PC/CRT/keyboard skills required. Some overnight travel may be required but will be minimal.

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by members assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

REQUIREMENTS:

1. Masters Degree or Ph.D. in a related academic discipline
2. Minimum of ten (10) years experience, including three to five (3-5) years of direct classroom teaching experience and three to five (3-5) years experience as a Head of School, academic administrator, or equivalent
3. Sound knowledge of strategic planning and financial planning students unique learning styles
4. Adequate PC/CRT/keyboarding skills

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by members assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

BLACK RIVER PUBLIC SCHOOL

DRAFT

POSITION TITLE: Business Assistant

REPORTS TO: Director of Operations

SUPERVISES: None

RECOMMENDED

SALARY: \$26-29,000 annually

BASIC FUNCTION

Supports the fiscal, operational and human resource activities of the school, as directed by the Director of Operations

ESSENTIAL FUNCTIONS

Provides bookkeeping for the school including accounts payable, accounts receivable, bank reconciliations, employee reimbursements and bank deposits

Process payroll for all employees and contracted workers on a bi-weekly basis

Maintains human resource files and assist in the administration of employee benefits and insurance

Coordinates substitute teaching assignments

Assists with the coordination of state and federal compliance requirements

Assists in the development of faculty handbook and administrative policies and procedures

Supports activities involving purchasing, publications, contracts and data management

RELATIONSHIPS

Internal contacts - Frequent contact with faculty, staff and students. Occasional contact with board members

External contacts - Frequent contact with vendors.

REQUIREMENTS

College degree with 3-5 years of general business experience. Sound knowledge of basic accounting and proficiency in Excel and Microsoft Word required.

DISCLAIMER

Statements are intended to describe the general nature of the work being performed by person assigned to this position. Not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of the person.

BLACK RIVER

PUBLIC SCHOOL

POSITION TITLE: Office Secretary
REPORTS TO: Head of School
SUPERVISES: Volunteers
**RECOMMENDED
SALARY:** \$10.00 - 12.00/hr

BASIC FUNCTION:

The Office Secretary is a valued member of the staff who is key to the daily management of the school office. This person also provides daily support to the Head of School.

ESSENTIAL FUNCTIONS:

Perform as receptionist for school—greet and direct visitors and manage phone system
Maintain student attendance
Maintain and secure all student files
Maintain inventory of office supplies
Monitor office equipment usage and maintenance
Manage school mailings (grades, progress reports, letters, etc.) with help of volunteers
Distribute daily mail
Distribute medication and attend to incidental needs of students
Provide clerical support to Head of School

RELATIONSHIPS:

Daily contact with students and staff; frequent contact with parents
Occasional contact with vendors, repair persons, etc.

REQUIREMENTS:

1. High School Diploma with 2-3 years general office experience
(school experience preferred)
2. Proficiency in Microsoft Office (Maestro experience also preferred)
3. Strong organizational and problem-solving skills
4. Proven ability to work well in high energy environment
(experience with children preferred)

BLACK RIVER PUBLIC SCHOOL

FLSA: Nonexempt

POSITION TITLE: Administrator, Technical (Part Time)

REPORTS TO: Head of School

SUPERVISES: None

DATE: September x, 1996

BASIC FUNCTION

Provides technical support to faculty and staff in development, documentation, and ongoing improvement of administrative processes. Performs miscellaneous project and clerical duties as directed by the Head of School.

ESSENTIAL FUNCTIONS

1. Supports development and implementation of student records systems including transcript, attendance, health, and other required databases. Works with Administrative Assistant to ensure daily data collection and entry procedures support objectives.
2. Supports development and implementation of non-student related records including, certain financial, insurance, funding, quality, performance, and other required databases. Works with Administrative Assistant to ensure daily data collection and entry procedures support objectives.
- ✓ 3. Completes identification, research, preparation, and approval of all state and federal funding programs available to the school. Advises on grant requirements and action required to maximize school eligibility. Prepares annual filing plan for the Head of School. Prepares documentation for periodic review of funding request status.
4. Coordinates the development and documentation of administrative processes. Develops and maintains standard operating procedures (S.O.P.) and Human Resource manuals. Incorporates concepts of total quality management (T.Q.M.) and administrative excellence.
5. Assists in the support of technology based systems as a general help desk service. Acts as a liaison with outside vendors and service providers to ensure the school's technology based assets are maintained. Evaluates academic and administrative software and hardware as directed.
6. Advises and participates in the development and distribution of school publications including student/parent handbooks, facility/staff handbooks, phone directories, yearbooks, newsletters, funding applications, business plan documents, board publications, etc.

Black River Public School Position Description
(Administrator, Technical)
(9/xx/96)
Page Two

7. Supports certain purchasing functions including vendor evaluation, bidding, and general data collection as directed by Head of School. Coordinates activities with Administrative Assistant.
8. Support other miscellaneous department projects as needed.

RELATIONSHIPS

- A. Internal Contacts - Frequent contact with facility, staff, and students. Occasional contact with board members.
- B. External Contacts - Frequent contact with parents and parent volunteers. Occasional contact with vendors, state and federal agency officials.

REQUIREMENTS

High school diploma with 3-5 years general business experience. College degree preferred. Experience with school administrative issues and procedure development. Basic knowledge of total quality management concepts. Proficiency in computer based administrative tools. PC/CRT/keyboard skills required.

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by members assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Education Associates Black River Public School

Faculty and Staff Handbook 2010-2011*

EQUAL OPPORTUNITY. Black River Public School admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, sex, national and ethnic origin in administration of its educational policies, admissions policies, athletic programs and other school-administered programs. If any person believes that Black River Public School or any part of the school organization has inadequately applied the principles and/or regulations of 1) Title VI of the Civil Rights Act of 1964, 2) Title IX of the Education Amendments of 1972, or 3) Section 504 of the Rehabilitation Act of 1974, he or she may bring forward a complaint to Mr. Shannon E. Brunnink, Head of School, who is the local coordinator for Title VI, Title IX and Section 504.

Education Associates
Black River Public School

Faculty and Staff Handbook

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I. **General Information**

I.A. **Introduction**

The Education Associates / Black River Public School Faculty and Staff Handbook is designed to communicate the school's philosophies regarding policies, procedures, and benefits. All statements set forth in this handbook are general school / employer policy, and will, in no manner, be deemed to be or construed to imply a contract or a guarantee of continuing employment with Education Associates.

Education Associates reserves the rights to make revisions to this handbook at any time with or without prior notice. Any matters that may arise which are not specifically addressed in the handbook will be addressed appropriately to the circumstances.

I.B. **Mission Statement**

Our mission is to prepare each student for college and for life through a challenging curriculum which accommodates individual learning styles. We want to have our students discover responsibility for their own lives as well as empathy for all people and cultures. Through a deep respect for independent thinking, we strive to guide our students in their personal growth toward a genuine self-knowledge so that they can achieve their full human potential.

Beliefs

- We believe the school's responsibility in education is to bring curiosity, challenge, pleasure and a sense of accomplishment into our students' lives.
- We believe it is through commitment and determination that students stretch the limits of their minds in the joy and celebration of learning.
- We believe education must not be a race for the accumulation of facts, but should provide the basic tools and ideas for learning so that education will be an enriching end in itself.
- We believe certain skills to be essential for all of our graduates: To read well, to write clearly and coherently, to study effectively, to reason soundly, and to question thoughtfully and creatively.

Culture

- To succeed in our mission, we need the students' and parents' active partnership and agreement with the School Mission, which includes a personal commitment to serious academic challenge.
- The atmosphere of the school is that of a safe place in which students feel free to develop individual ideas and styles. Our faculty stresses *un*anxious expectations; making errors is a necessary part of the learning process.
- The culture of our school is one of mutually respectful interaction between adults and students; we recognize the need of living enlightened and humane lives.
- We encourage a student population of social, economic and racial diversity.
- *We will be an Elementary School, a Middle School and a High School; the school will strive for a small population of students of approximately 800, and classes will be targeted to be an average size of 20.*

Curriculum

- Our Core Curriculum will be English, foreign language, mathematics, history and politics, natural sciences, the arts and applied technology. All courses will be taught within an integrated curriculum, demonstrating relationships among the fields of study.
- Students will experience a progression of learning based not on chronological age, but on understanding.
- Our students will be provided with non-language-based processes for intuitive insight and the development of meaning, in addition to rational academic processes.

- Our curriculum includes involvement with the local community and concern for worldwide issues, which aid in discovering an ability and a responsibility to make a difference in the world. Our students will participate in service and extra-curricular projects within the Greater Holland communities.

Methods

- Our faculty are academic coaches, providing academic leadership as well as guidance toward learning and personal growth. We embrace the Socratic method and experiential learning as primary pedagogical tools.
- Students will acquire the knowledge and skills needed to make personal decisions leading toward physical and emotional well-being.
- There will be a clear disciplinary code for all students.
- Everything taught at our school endeavors to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical.

II. School Policies

II. A. Background Investigations

During the recruitment and hiring process, Educational Associates and/or BRPS will investigate information supplied by applicants before an official offer of employment is made. Former employers, college officials, and individuals named as references may be contacted for verification of such items as previous job(s) held, duration of employment, performance evaluation, academic credentials, and other related information. In addition, EA and BRPS shall comply with Section 1230 of the Michigan School Code concerning criminal background checks for its Teachers, school administrators, and for any other position requiring the approval of the State Board of Education.

II.B. Teacher Certification

BRPS shall only utilize classroom teachers who meet the certification requirements set forth in the Michigan Revised School Code.

II.C. Employment-At-Will

All employment at Education Associates is "at will" and may be terminated, with or without cause, and with or without prior notice, at any time, at either the employee's option or the employer's option. However, EA requests that teachers provide notice of such desire by April 30 of the current school year if they are not returning the following year. The Head of School will notify teachers whose employment agreements may not be renewed prior to April 30. A teaching contract for the next year will generally be offered on or before April 30, but may be revoked if not returned to the Head of School within 10 days of the offer date, or within a sooner period of time, if specified in the offer. Support staff is requested to provide two weeks notice when resigning from a position.

II. D. Security and Safety Policy

BRPS strives to ensure a work environment that protects employees and students from physical danger and safety hazards. To help maintain a secure and orderly environment, the following security and safety measures must be observed:

Security Guidelines

- All visitors must enter through the main entrance, sign in at the reception desk, and remain there until an authorized BRPS staff member arrives to escort the visitors into other areas of the school.
- BRPS employees should remain with their guest(s) during the visit and escort them back to the front reception area at the conclusion of the appointment.
- The last person to leave the school building each day must verify that office equipment is turned off and that all doors and windows are locked.
- Lost or stolen keys to the school must be reported to the Director of Business Services immediately so that proper safety precautions can be made. Any BRPS keys in possession of employees must be returned to the school upon termination of employment or upon request.
- In the case of theft, suspected theft, or reasonable suspicion that the safety of students and employees is at risk, BRPS reserves the right, at its option, to conduct searches of persons and their personal belongings. An employee's consent to searches is required as a condition of employment, and refusal to consent when requested may result in disciplinary action.
- Employees are discouraged from bringing items of value to work. BRPS is not liable for lost or stolen personal property and cannot guarantee protection for employees from loss, damage, or personal injury in connection with personal property brought onto BRPS premises. Employees should make efforts to ensure that all personal belongings are either kept in sight or secured with lock and key.

Safety Guidelines

- Immediately report any safety hazards, accident, illness or injury to the Head of School, regardless of its severity.
- Familiarize yourself with the location of all fire exits on campus.
- Never obstruct fire-fighting equipment, aisles, or fire exits.
- Never attempt to lift or push objects that are too heavy for you.
- Immediately clean up all spills and post warnings of wet or slick floor surfaces.
- Keep closet doors, file and desk drawers closed when not in use.

Eye Protective Device Policy

It is the policy of Black River Public School that *all students, teachers and visitors* shall wear eye protective devices when exposure to eye danger exists.

Eye protective devices are required when labs, shops or other activities involve:

- chemical or combined chemical-physical lab work involving acid, caustic or explosive chemicals or hot liquids or solids
- hot molten metals
- milling, sawing, turning, shaping, grinding, cutting or stamping of any solid materials
- heat treatment, tempering or kiln firing of any metal or other materials
- gas or electric arc welding
- repair or servicing of any vehicles
- caustic or explosive materials

Black River has "goggles" that are stored in the science and art rooms and may be used at any location where they are needed as eye protective devices.

Mercury Free Environment

It is the policy and practice of Black River Public School to not purchase, store, or use free flowing elemental mercury for any experiment, display, or other purpose and to not purchase, store, or use an instrument that contains mercury, including, but not limited to, a thermometer, barometer, or sphygmomanometer, or manometer containing mercury. (Reference: Section 380.1274b of the Michigan Compiled Laws.)

II.E. Medical Emergencies and Accident Reporting

In the case of a medical emergency or accident, employees are advised to notify an administrator. If one is unavailable, and the situation requires immediate attention, call appropriate emergency personnel for assistance. A formal, written report of any accidental, on-the-job injury – no matter how slight or severe – must be submitted to the Director of Business Services within 24 hours of the incident. Failure to report an accidental injury may adversely affect an injured employee's ability to receive compensation, if applicable.

II.F. Grievance Policy

Grievance Procedure

In order to resolve misunderstandings, employees are encouraged to use the grievance procedure relating to problems that occur in the employment relationship. Grievances may be presented orally or in writing to any member of the administrative team. In its weekly meeting, the Administrative Team will gather information from all sides of the situation and render a final decision. No employee will be retaliated against for following the grievance procedure.

This policy should not be construed as preventing, limiting, or delaying BRPS from taking disciplinary action in circumstances where the Head of School deems such action appropriate.

Faculty Conflict Resolution Procedure

Faculty and staff should consider the following procedure to resolve conflict.

If any faculty or staff member has a concern, conflict, problem—or indeed, even tension—with another member of the faculty or staff, this is the procedure, in sequential order, of how that should be handled:

1. The two people should meet privately, one-on-one, to see if they can resolve the situation.
2. If it cannot be so resolved, ask any administrator not involved in the situation to see if it can be resolved in a three-way meeting.
3. If this does not work out, write a description of the situation, and give it to a member of Faculty Council, for their hearing and input, or ask for a meeting with Faculty Council to determine if they can help in the resolution.
4. Faculty Council can then take the matter under consideration privately to recommend a next step.
5. If all these procedures fail, schedule a three-way meeting with the Head of School, or, if the matter involved the Head of School, the Curriculum Director, to see if the matter can be resolved.
6. If all fails, the court of last resort needs to be a committee appointed by the President of the Board of Trustees to meet with the party(ies) to give final resolution to the matter.

II.G. Code of Behavioral Standards

Crucial to the success of BRPS is a foundation based on the traditional values of personal virtue and civility. To ensure an atmosphere of mutual respect, safety, and integrity, BRPS will not tolerate any employee behavior unbecoming to such values, including, but not limited to:

- Theft, or willful damage of property
- Dishonesty, embezzlement, forgery, falsifying records or other fraud.
- Involvement in any illegal activities on BRPS property in connection with BRPS business.
- Disclosure of confidential information or proprietary business information to unauthorized persons.

- Insubordination, failure to complete work, or grossly incompetent or negligent work performance.
- Excessive absenteeism or tardiness.
- The use of profane or inappropriate language, gestures or pictures.
- Inappropriate physical contact with students, employees or visitors of BRPS.
- Possession of explosives, fireworks or weapons.
- Extortion and intimidation.
- Possession, use, or distribution of intoxicants on BRPS property.

Reporting Fraud or Suspicion of Fraud

The Board of Trustees of Black River Public School has designated as "contact for reporting fraud or suspicion of fraud" to be "any member of management, or the board of trustees, or Rehmann Robson." The School's outside audit firm is Rehmann Robson's Grand Rapids, Michigan office. So as to not compromise a confidential investigation, staff members should not confront an alleged perpetrator or carry out an investigation themselves.

Anti-Harassment Policy

It is the policy of BRPS to maintain a work environment free of sexual harassment, i.e., unwelcome sexual advances or any other verbal or physical conduct of a sexual nature when such conduct is made a condition of employment, used as a basis for employment decisions, or has the purpose of creating an intimidation, hostile, or offensive working environment.

If an employee has a complaint of harassment, a report should be made to their immediate supervisor or the Head of School for swift investigation. No retaliation will be taken against any employee for resisting or reporting a violation of this policy. Any BRPS employee who is shown to have violated this policy will be subject to discipline, including dismissal.

Relationships with Students

Sexual relationships or deep emotional attachments between a faculty member and a student are not permissible and are grounds for immediate termination of employment. Faculty are expected to recognize that adolescents may misinterpret comments of a personal nature and should take care to see that their relationships with students are conducted at all times, including periods of school vacations, in a professional and appropriate manner.

Student Rapport: Proper addressing recommended (e.g., "Ms. Jones")

Conduct in Front of Students: No swearing, gossiping about students, or criticism of a colleague; allowing students to criticize a colleague in the presence of faculty is unacceptable faculty behavior. The teacher should stop the student's criticism immediately; it is a faculty responsibility. If the student has serious concerns, the student should be referred to an administrator.

Whenever possible, a faculty member of each sex should be present when there is a co-ed function. At least two faculty members should be present at any overnight function. Faculty will not consume alcohol or tobacco in the presence of students while on a school event or trip.

Faculty members are discouraged from being alone with a student.

II.H. Disciplinary Actions

Any employee whose performance or conduct violates BRPS policy or is deemed to be unsatisfactory (including off-duty behavior which adversely affects the employment relationship) is subject to disciplinary action. The Head of School will determine the type of disciplinary action to be taken based upon the severity of the infraction.

Verbal Warning: Employee and supervisor review the offensive or incorrect conduct and required behavioral modifications.

Written Warning: The infraction is outlined in writing and the employee is provided with a detail of the consequences of repeated, unacceptable behavior.

Suspension: Layoff without pay. May be used alone, or in conjunction with a pending investigation that may lead to further disciplinary action.

Termination: The employment relationship is severed due to serious misconduct, or when attempts to correct an employee's behavior have been unsuccessful.

Right of Appeal

Employees have the right to appeal any disciplinary action taken by the school if they feel that their rights have been violated. However, any disciplinary action that has been taken will remain in effect while the appeal is pending. The Head of School must be notified within 48 hours of the disciplinary action of the intent to appeal, or the employee waives his or her right to appeal the disciplinary decision.

1. The employee should attempt to resolve problems by discussing them with the individual(s) involved.
2. If the employee is dissatisfied with the resolution, a formal written complaint can be filed with the Head of School. The Head of School will provide a decision within five school days.
3. If the employee is dissatisfied with the outcome, a formal written complaint can be filed with the BRPS School Board of Trustees who will take action on the complaint at the next scheduled meeting. The decision of the BRPS Board of Trustees is final and binding to all parties.

This policy is intended to protect employee rights and should not be construed as preventing, limiting, or delaying BRPS from taking disciplinary action in circumstances where the Head of School deems such action appropriate. All employment at BRPS is "at will" and may be terminated, with or without cause, and with or without prior notice, at any time, at either the employee's option or the school's option.

III. Discrimination

Education Associates prohibits in all its programs, including hiring and employment practices, discrimination against or harassment of any member or group based on age, sex, race, color, national origin, religion, sexual orientation, or non-job-related handicap.

Education Associates equal employment policy conforms in letter and in spirit with national and state regulations. Education Associates will not discriminate against employees on the basis of sex, race, color, creed, ancestry, religion, age, marital status, sexual orientation, disability (where unrelated to performance), or veteran status with regard to hiring, promotion, training, compensation and all other working conditions. Education Associates also requires that all vendors and contractors doing business with the school adhere to the tenets of equal employment opportunity as well.

III.J. Sexual Harassment

Education Associates prohibits sexual harassment of any employee by another employee or supervisor. The purpose of this policy is not to regulate our employees' personal morality. It is to ensure that no employee harasses another on the basis of sex. In this regard, supervisors shall not use their authority to solicit subordinates for sexual favors, making submission (either implicitly or explicitly) a term or condition of employment. Likewise, between fellow employees, solicitation, insults, comments, verbal or

physical advances, or other sexually offensive activity will not be tolerated. A similar sexual harassment policy exists for students and may be found in the *Student Handbook*.

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964. Sexual harassment is generally defined under both state and federal law as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where:

- a. submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment; or
- b. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals; or
- c. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

All types of sexual harassment are unacceptable, including:

- a. Verbal: includes sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats;
- b. Non-verbal: includes sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures;
- c. Physical: unwanted physical contact, including touching, pinching, brushing the body, coerced sexual intercourse, assault.

Sexual harassment can be overt or subtle. Some behavior that is appropriate in a social setting may not be appropriate in the workplace. But whatever form it takes—verbal, non-verbal, or physical—sexual harassment is insulting or demeaning to the recipient and will not be tolerated at Black River Public School.

Complaint Procedure:

Any employee who believes he or she has been the subject of sexual harassment should report the alleged act immediately to the Head of School, who is responsible for reviewing such allegations. Alternatively, the employee may contact the Dean of Students if the employee prefers.

All complaints will be handled in a timely and confidential manner. Investigation of such matters may entail conferring with involved parties and any named, or apparent, witnesses.

Education Associates will not retaliate against any employee who makes a report of sexual harassment, nor will the school permit any employee to do so. Any form of retaliation against anyone who has reported harassment is strictly forbidden.

School Response:

If a review reveals that the complaint is valid, prompt action will be taken to stop the harassment immediately and prevent its recurrence. Violation of this policy will not be permitted and may result in discipline up to and including termination of employment.

II.K. Faculty Dress Code

No specific garment rules; look casually professional and set a professional example. Look especially professional for Parent/Teacher Conferences.

Faculty and staff should attire themselves in a manner that separates their appearance from that of students. Any male who regularly greets guests (administrative personnel especially) should wear a shirt and tie daily; any female in the same role should wear a dress, dress trousers, or skirt.

II.L. Tobacco/Drugs/Alcohol Regulations

Black River Public School is a tobacco, drug and alcohol free campus. This policy applies to all employees, regardless of category, and to all visitors. Students are governed by the regulations outlined in the Student Handbook. Black River Public School has adopted a Federal Motor Carrier Safety Administration (FMSCA) Substance Abuse & Alcohol Misuse Policy that sets forth School policy for drug and alcohol testing requirements for school bus drivers. The policy is summarized in the Substance Abuse and Alcohol Misuse Policy handout provided to staff members.

Smoking is not permitted on school grounds. Faculty may not smoke in classrooms or office buildings, school-owned motor vehicles, athletic facilities, or dining areas. Faculty may not smoke during meetings held in any of these areas.

III. Day-to-Day Operations

III.A. Keys

Classroom keys will be issued to classroom teachers. Teachers are responsible for the security of their room at the close of each day's regular session. Classrooms must be locked when the teacher is not in the classroom and when the teacher leaves for the day. Building keys will be given to authorized personnel. Teachers are responsible for keys and are expected to exercise caution against loss. Keys are not to be loaned to unauthorized personnel, and must be turned in to the Business Office at the termination of employment. Keys are issued to school personnel only after they have signed a Key-Lock Information Form.

III.B. Telephones/Long Distance Calls

Telephones are maintained for school business. The Head of School must authorize long distance calls on school phones. Use of school phones for personal convenience of employees and students is limited to necessary calls and should be as brief as possible. It is the employee's responsibility to use the telephone in a reasonable manner.

All faculty members and staff personnel are expected to return voice mail messages within 24 hours or the next business day. For example, a message received at 3 p.m. on a Friday should receive a response as soon as possible, and in any event by the end of the next business day.

III.C. Supplies

The Department Chair must approve requests for all instructional supplies (textbooks, supplementary reading material, other items) before the requests come to the Head of School (or – in the absence of the Head of School – the Director of Business Services), who will also approve or disapprove any request over \$150. The Chair may approve expenditures under that amount that have not been disapproved by a superior.

III.D. Parking

Faculty and Staff parking is in the Columbia Avenue and gymnasium parking lots. Please do not park on the side of the main building during school hours. Parking by permit only.

III.E. Building Use/Access Security

Please set the alarm system on if you are the last person to leave the main building. If you accidentally trip the alarm, call an administrator immediately. Black River may receive a service charge any time an administrator does not report a false alarm immediately.

III.F. School Vehicles

Faculty and staff use of school vehicles is both a privilege and a convenience. School buses and/or contracted pupil transportation vehicles are available to transport students to and from school-related activities off campus, such as sporting events, field trips, or library visits. Only properly licensed employees may drive school vehicles. All State and Federal regulations for pupil transportation must be followed at all times. State law prohibits transporting students in the 15-passenger van, which is available only for facilities or non-student-transportation school business purposes. Except in emergency situations, staff are prohibited from transporting students in personal vehicles without prior approval from the Head of School or Transportation Supervisor. Please consult the Transportation Supervisor if you have questions regarding pupil transportation or school vehicles.

III. G Documentation of the purchase, receipt and payment of goods and services

It is the policy and practice of Black River Public School that a "voucher" package shall document each payment of School funds. The voucher is to document the "three-way match" of (1) an authorized order, (2) verification of receipt of goods/services, and (3) a request for payment from the party (vendor) to be paid. Most purchase orders will be made by the business office, but there may be times when a staff member (or a representative of a student or parent group) is authorized to buy something in the School's name.

Order Documentation. When you order something, it is preferred that you have a written document of the order that is forwarded to the business office signed/initialed and dated by yourself, as well as the approver(s) that authorized the order, if applicable. Examples include a Fax Order document, a printout of an Email Order document, a printout of an Online Order Document. If there is no other written documentation, you should email the specifics of the order – including quantities, prices, and totals – to the Director of Business Services with a copy to the Office Manager. Any written acknowledgement of an order should be attached to the order document forwarded to the business office.

Documentation that Goods and Services were Received. Most product shipments include a vendor shipping document (the school's "receiving document") that is sometimes called a Packing List or Packing Slip. All receiving documents should be checked off to verify that the shipping quantities shown on the receiving document accurately identify the actual quantities and correct products. If you are involved in receiving product on behalf of the school, mark one of the following on the receiving document: (1) *All received as indicated*, or (b) *All received as shown except for the noted exceptions* and write any exceptions in detail on the original document. The signed/initialed and dated original document should always be forwarded to the business office for matching with the vendor invoice.

Documentation of Vendor Request for Payment is generally attained by using the invoice sent by the vendor. The Vendor Invoice may, at times, serve as documentation of receipt of goods or services and/or the authorized order, but Order Documents and Packing Slips should always be forwarded to the business office when available.

There may be times where you make an authorized purchase for the School at a store and take delivery at the store. The receipt serves or supplements the order documentation and also documents receipt of the product listed. Original receipts must be (a) attached to an expense report, if you paid from your own money on behalf of the school, or (b) turned in to the business office if the purchase was made on the School's store account or credit card. Include a description of the use of the product and the department(s) to be charged along with your signature/initials and date.

III. H. Accountable Plan Business Expense Reimbursements

Accountable Plan Rules. In accordance with IRS regulations, Black River Public School and Education Associates each have an accountable plan that allows reimbursement of staff members for authorized business expenses with no effect on taxable compensation. IRS accountable plan rules apply to all reimbursements or advances to staff members for authorized business expenses, both travel and non-travel

related. It is requested that requests for reimbursement be submitted to the Business Office with an Expense Report right away after a reimbursable expense is paid or incurred. It is local policy that requests for mileage reimbursement must be submitted with 30 days after incurred and other expenses within 60 days.

The requirements for an accountable plan are that a staff member must:

- (1) Have paid or incurred business-related expenses while performing services for BRPS or EA,
- (2) Properly account for or substantiate the expenses within 60 days after the expenses are paid or incurred,
- (3) Return any reimbursement or advance in excess of amounts substantiated within 120 days after the expense is paid or incurred.

To satisfy the first requirement, there must be a school business connection or purpose for the expense and the expense must qualify as a deductible expense according to IRS regulations. The second requirement is met when the staff member documents the expense within 60 days after the expenses are paid or incurred. The third requirement is met when the employee returns any reimbursement or advance that is in advance of the amounts substantiated or properly accounted for within 120 days after the amount was paid. It is BRPS practice that cash advances are not made, because alternate means of payment may be used that avoid cash handling and do not create the "receivable from staff member" that would result from a cash advance. A reimbursement that is determined to have not been properly made, however, would be recharacterized as a cash advance to be paid back, and therefore the IRS rules governing advances would then apply in such a situation.

If one or more of the above three requirements are not met, then reimbursement of the expense is not authorized and any reimbursement must be paid back. In the event that the nonauthorized amount is not repaid, the reimbursement or advance will be reported to the IRS by including in the employee's wages subject to tax withholding (if EA) or by including in nonemployee compensation on Form 1099-MISC (if BRPS, which has no employees).

Non-staff persons. The substantiation requirements of this policy also apply to non-staff persons (e.g., independent contractors) on school business. If the non-staff person does not properly account for reimbursed expenses, and does not repay the nonauthorized reimbursement, then any advance or reimbursement will be reported as income to the IRS and to the non-staff person on the applicable form. For reimbursements to students or parents, the Business Office should be consulted, preferably before the expenditure is made.

Educational Assistance Program. Pursuant to a program of the Grand Valley State University Charter Schools Office (GVSU CSO), Black River Public School staff employed as teachers and administrators by Education Associates may be eligible for reimbursement from the GVSU CSO for a portion of paid tuition expenses after satisfactory completion of certain GVSU courses, as more fully described in the GVSU CSO's program materials. The staff member is responsible for timely and full payment of all tuition, fees and other costs related to participation in the eligible courses. This program is available to qualifying EA employees because of BRPS' relationships with GVSU and EA, and BRPS and EA support the GVSU CSO's program and consider it to be an Employer-Provided Educational Assistance Program within the meaning of the Internal Revenue Code (IRC) and IRS regulations. BRPS may act as agent for EA with regard to the receipt of reimbursement funds from GVSU and remitting a reimbursement to the eligible employee. If for any reason, any or all of a reimbursement is determined to be taxable to the staff member, the staff member alone is responsible for including the proper amount in taxable income for the appropriate year and payment of related taxes. Reasons that some or all of a reimbursement could be taxable to the staff member include, but are not limited to, the following: (a) If reimbursement for a calendar year is in excess of the IRS maximum educational assistance threshold, the excess would be taxable; (b) If a course eligible for pass-through reimbursement from GVSU is determined to not meet the IRS definition for "educational assistance" pursuant to the IRC or IRS regulations. To the extent that it is known that a pass-through reimbursement should be included in the staff member's income, the amount would be reported to the IRS by EA on Form W-2.

III. I. Routine Money Handling

The general rule for handling payments to Black River Public School is that all payments are to be made directly to the school cashier. Payments via mail are to be delivered directly to the school cashier. Payment by check payable to Black River Public School is preferred over payments by currency and coin. For payments by currency and coin, the school cashier shall create a three-part cash receipt and give one copy to the remitter and forward one copy to be filed with the deposit records. The cashier is not allowed to accept currency and coin if the remitter does not wait for a cash receipt. For payment by check, the cancelled check is the remitter's receipt, but a "cash receipt by check" may be issued upon request.

III. J Non-routine Money Handling

Situations may occasionally arise where money is collected on behalf of the School in a non-routine manner. Each such situation involving monetary transactions should be discussed with the business office in advance to determine proper controls over cash. The objective is to devise a procedure through which the amount of money collected may be determined without counting the money. By way of example, for athletics and other events pre-numbered tickets may be used which allow the expected total of cash received to be determined by calculating the value of the tickets issued and recording it on a Cash Box Activity Sheet that must be returned with the cash box after the event. See also "Rules and Regulations for Student Dances and similar events for which admission is to be charged" below for explanation of the relevant cash control procedures.

III. K. Rules and Regulations for Student Dances and similar events for which admission is to be charged

1. The faculty representatives supervising the Dance/Event are responsible for administration of these rules and regulations.
2. Control over cash is mandatory. In advance of the event, the faculty representative(s) must obtain the following from the business office and/or school cashier:
 - Cash Box to make change, which will have an imprest balance (often \$30) for making change
 - Summary of Cash Box Activity sheet
 - Guest Log sheet, which must include the nature of the event (e.g., Dance), event date and time, location, admission price, and name of the student group or other group sponsoring the event.
3. The Event Faculty Representative must oversee cash collections and control before, during and after the event. The Event Faculty Representative must require each event participant (student) to print his/her name on the Guest Log so that the number of participants is easily determined by observing the last line used. This is an important control. Failure to administer a proper Guest Log will exclude the Event Faculty Representative(s) from sponsoring future dances/events and will be reported to the school's independent auditors.
4. As stipulated by school policy, state law, and proper control procedures, all cash collected must be deposited within three business days of the event. To meet this requirement, on the next business day after the event, the Event Faculty Representative must return to the school cashier the cash box with the original imprest cash balance (often \$30) plus the cash collected as admissions for the event.
5. Under no circumstances may any cash be used for any purpose other than making change for event attendees or returning to the school cashier. It is specifically prohibited to use cash box cash for any purchase of goods or services. It is school policy that all payment of school funds be made by check after payment has gone through appropriate levels of management approvals. Dance disc jockeys shall not ever be paid from cash in the cash box. Miscellaneous items for the event shall not ever be paid from cash in the cash box. Breach of this requirement shall result in disciplinary action.

III. L Administration of Student Activity Transactions

Handling money for others creates a risk of loss for the School. Every attempt should be made to avoid creation of monetary transactions administered by the School on behalf of student or parent activities. For example, a parent may arrange with a vendor to create t-shirts for members of a student group. Parents should be advised to inform the vendor that families will pay the vendor directly and that the School is not a party to the transactions. If the School is to act as agent and "hold the money" to be paid to a vendor, the business office **MUST** be informed before any order is made and the order must be placed by business staff via a School purchase order. For such a situation, instructions must be provided to students to make checks payable to Black River Public School and payment must be delivered by the student or parent directly to the School cashier along with an order form approved in advance by the business office. Whenever the school is agent for student activity transactions money shall not be collected or held by teachers or parents. If a teacher were to hold money until all was collected it would violate School policy which requires all money received by the school to be deposited into the School's bank account within three business days.

IV. Emergency Procedures

IV.A. Lock-down Procedures

Lock-down drills shall be conducted at least twice each school year. During a lockdown drill, occupants are restricted to the interior of the building and the building is secured. Lockdown drills will include security measures that are appropriate to an emergency such as the release of a hazardous material or the presence of an armed individual on or near the premises. **To initiate a lock-down drill, an administrator will use the Public Address and/or Phone Page and announce "Please follow schedule E".** When this signal is given, teachers should make sure their classroom door is locked and move students to the floor away from all doors and windows. Wait for further instructions from building administrators or emergency personnel.

IV.B. Fire Drills

Fire drills shall be held at least 6 times each school year with a report of each filed with the Head of School. Fire exit plans are to be posted in all rooms occupied by students at any time. The fire alarm will sound when a fire drill is being conducted (or in the event of a non-drill emergency evacuation). Faculty and staff shall direct students to the closest exit and in an orderly manner leave the building and proceed to a designated gathering area or – if necessary – a safer alternative. Crossing guards should assume their posts as soon as possible to stop traffic flow as students cross the street. Attendance should be taken and teachers need to remain with students until the "all clear" signal is given. Fire drill procedures will be posted in classrooms and other areas occupied by students and staff; teachers shall periodically review these procedures with students.

IV.C. Take Cover Procedures for Tornado or Severe Weather

Weather Advisory Definitions:

Severe Thunderstorm Watch: Possibility of high winds, hail, and rain in the described area.

Severe Thunderstorm Warning: High winds, damaging hail, and rain imminent or indicated on radar or public report, with an official warning issued by the National Weather Service.

Tornado Watch: Conditions in a specified area are conducive for the formation of a tornado.

Tornado Warning: A tornado is indicated by radar, or sighted and reported by public and local government officials, with an official warning issued by the National Weather Service.

NOAA weather radios will be monitored closely when severe weather threatens.

Take Cover Procedures

Take cover drills shall be conducted at least twice each school year; at least once in the first two weeks of the school year, and once near the beginning of the severe weather season in the spring. The "take cover" signal may be either the unique alarm over the public address or phone paging system or any alternate means of communicating (e.g., if electricity goes out, it may be delivered by bull horn, air horn, or other means). When the "take cover" signal is given, take cover procedures must be followed immediately. Everyone is to immediately proceed to a Designated Gathering Area on the bottom floor of the main building. No one is to leave the Designated Gathering Areas until the "All Clear" signal is given by an administrator. Notice will be given if students are to remain at school after the normal dismissal time; this option will be followed if it is determined that it is safest for students to remain at school. Patron requests for admittance to the main building to take cover during severe weather warnings will be granted.

Special Concerns for Occupants of Modular Classroom Buildings

Because the construction of modular buildings does not include a take cover area, students should be evacuated from the modular buildings *before the storm threatens*, if at all possible, to minimize the time spent outside and exposed to the elements. Whenever the City of Holland becomes included in the area of one of the National Weather Service advisories listed above, students should be evacuated as quickly as possible from the modular buildings to a Designated Gathering Area of the main building or the music/physical education building. Moving those students to a Designated Gathering Area for every NWS thunderstorm hits later. Dialing *3303 on an inside line activates a group page to all of the modular building paging system phones that are not in use; dialing the Phone Page button activates a page to all paging system phones on campus that are not in use, including the modular classrooms. (Note: The phone button marked PA or Public Address alerts classrooms and common areas of the main building and music/gym building only, but not the modular buildings.)

IV.D. Snow Day Policy

If school is to be closed or delayed, Black River Public School will make the announcement via media outlets (WHTC 1450 AM, WOOD TV8, WOOD TV.COM) prior to 6:30 a.m. This may occur on days where weather conditions make roads impassable or unsafe, or on days when some unforeseen circumstance renders it appropriate to close or delay the school day. The final decision on school closings or delayed starts rests with the Head of School. As Black River does not offer bus transportation for students, Black River may remain in session when other area schools are closed. For this reason, parents should monitor school closings carefully for Black River's status. A closing or delayed start will also be posted by 6:30 a.m. as part of the greeting on the school's voicemail system.

Delayed (9:30 a.m.) Start

We intend to keep school open and on schedule as much as possible during the winter months. In that spirit, when weather conditions are expected to clear mid-morning, we will call for a delayed start to school. If a "DELAYED START" is posted, school will begin at 9:30 a.m. and grades 6-12 will follow an amended schedule:

Period 1: 9:30 –10:35
Period 2: 10:42–11:47
HS CAP/MS Lunch 11:52–12:12
MS CAP/HS Lunch 12:17–12:37
Period 3: 12:42–1:47
Period 4: 1:54–3:00

Grades 1-5 will also begin at 9:30 a.m., but will follow the normal lunch schedule.

V. Personnel Issues

V.A. Orientation of New Faculty

Before students arrive in August and frequently during the year, new faculty meet as a group with the Head of School, Dean of Students, Curriculum Director, and/or Director of Business Services, who explain official policy and practice with regard to academic and house matters. Particularly during the fall term, new faculty should use meetings scheduled during a free class period to ask questions and share experiences with other newcomers and any member of the administration.

V.B. Compensation

The Head of School determines individual faculty and staff compensation based upon Michigan teacher certification, years of experience, responsibilities, earned degrees, and other factors. Evaluation of performance is primarily the responsibility of academic team leaders and the Head of School. Compensation for those individuals performing in ways other than a standard workload would be negotiated on an individual basis.

Term End Compensation

A faculty member is obligated to assume other supervisory responsibilities ("seventh assignments"). Many of these duties are recognized through term-end pay, though they are not optional assignments and the stipend should be considered as a supplement to one's contracted salary and not as compensation for taking on an elective duty. A term-end stipend will only be awarded upon a prior written agreement between the employee and the Head of School. In order to know students well, all staff members are expected to interact with students in some organized and acceptable manner beyond the classroom.

V.C. Benefits

Eligibility for Benefits

Full-time employees are eligible to participate in the benefits described in this section when the eligibility requirements for each particular benefit are met. Part-time and temporary employees may not be eligible for all benefits. Newly-hired full-time employees should receive benefit enrollment materials within the first few days of their employment.

Social Security

The United States Government operates a system of contributory insurance known as Social Security. As a wage earner, employees are required by law to contribute a set amount of their wages to Social Security and Medicare. Education Associates deducts the appropriate contribution from each employee's paycheck, and then matches that amount, dollar for dollar, thereby paying one-half of the cost of each employee's Social Security benefits.

Education Associates Retirement Plan

Education Associates offers to its eligible employees a 401(k) retirement plan, which has been established with John Hancock. Employees may elect to contribute a percentage of their income each pay period into a retirement investment account thereby reducing the amount of their taxable income. There is a dollar-for-dollar employer match equal to the first 5% percent of eligible gross wages invested. The maximum amount an employee may defer is determined by IRS regulations. The Education Associates Retirement Plan is also the vehicle by which eligible employees may receive an annual employer retirement contribution, as more fully described in the summary plan description and plan documents. The annual employer retirement contribution is currently five percent of eligible wages, in accordance with the Plan. The employer matching contribution and annual employer retirement contribution are subject to incremental vesting over the first five years of service, as more fully described in the summary plan description and plan documents.

Group Health Insurance

Full-time employees are eligible to participate in Educations Associates' group health insurance plan. For a description of benefits under the current HMO plan with Priority Health, please refer to a general description in the Summary of Benefits or the detailed description in the Certificate of Coverage. Premiums are currently paid entirely by the employer. Upon termination, participants are covered through the last day of employment. Under the Consolidated Omnibus Budget Reconciliation Act (COBRA), the covered employee and covered family members, may be entitled to uninterrupted continuation of group health insurance benefits.

Family Medical Leave Act (FMLA)

An employee may be entitled to job-protected family or medical leave of absence if they are unable to work due to pressing family or medical concerns. The following FMLA policy is administered in accordance with applicable federal and state laws:

1. Employees are eligible for FMLA leave if they have been employed for 12 months and have worked at least 1,250 hours for those 12 months.
2. Twelve weeks' leave may be taken during any one-year period.
3. A family leave shall be granted upon the birth or adoption of a male or female employee's child, or upon the serious illness of an employee's child, spouse, or parent.
4. A medical leave shall be granted upon the employee's own illness.
5. In the event of an employee's serious illness or that of his/her child, spouse, or parent, creating a need for unforeseeable medical or family leave, a written doctor's certificate indicating the expected duration and nature of the illness must be submitted. Advance notice of 30 days, or to the extent possible, should be given in the event of a foreseeable medical treatment, an expected birth or adoption.
6. Upon completion of the leave granted under FMLA, an employee will be reinstated to his/her original position or an equivalent one.
7. While on leave of absence provided under FMLA, the company will continue group insurance benefits to an employee under the same terms as provided to other employees, for a maximum of 12 weeks leave time. If the leave extends beyond 12 weeks, the associate will be offered the opportunity to purchase continuing health/dental coverage under COBRA continuation rules.
8. Accumulated fringe benefits such as seniority, retirement, service credits, sick/personal time, vacation time, etc..., will be preserved at the level earned as of commencement of the leave but will not accrue after the first 30 days of any such leave period.
9. An attempt will be made (but not guaranteed) to return the employee to a suitable position in the event he/she requires extended leave beyond the period of time described in the FMLA policy.

Further information on our FMLA policy may be obtained by contacting the Director of Business Services.

Holidays

Eligible full-time year-round employees and full-time school-year hourly employees are granted 10 paid holidays, which generally includes the six federal holidays designated as Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Years Day and Memorial Day, as well as four floating holidays, each of which is generally positioned adjacent to one of the federal holidays.

Personal Days, and Sick Days

All full-time employees (both school-year and year-round) are allowed two paid personal days and five paid sick days each fiscal year. Full-time school year employees who start after July 1st and school-year employees who start after the beginning of the school year are granted personal days and sick days on a prorated basis. Personal days are paid days off to be used at the discretion of the employee, subject to supervisory approval. Sick days are intended to be used in the event that a non-work related illness or injury prevents you from performing your job. Sick days may also be used to care for a member of your immediate family or member of your household. "Immediate family" is defined as parents, grandparents,

stepparents, sister, brother, child, spouse, or other member of the immediate household. Absences beyond the 7 personal and sick days are unpaid, unless compensated pursuant to the Short Term Medical Leave policy. For each unpaid absence, a full-time teacher will have 1/200th of their annual salary deducted from their pay.

Wellness Bonus Policy

Teachers contracted for 80% or more of a full-school-year, full-time equivalent assignment are eligible for a Wellness Bonus. Eligible teachers with perfect attendance will receive a Wellness Bonus in the amount of \$700, subject to applicable state and federal payroll withholding provisions. The Wellness Bonus will be paid after the end of the school year and will be calculated as follows:

Sick/Personal Days used	Bonus amount
0	\$ 700
1	\$ 600
2	\$ 500
3	\$ 400
4	\$ 300
5	\$ 200
6	\$ 100
7	\$ 0

Vacation Days

Vacation is regarded as a period of rest and relaxation earned by past service and in preparation for future service. School-year employees receive an extended summer vacation break between the end of one school year and the beginning of the next.

For year-round full-time employees, paid vacation is earned on the following basis:

- Full-time salaried (exempt) employees accrue 2 days per month for the first 10 months, July through April, up to a maximum of 20 days.
- Full-time hourly (non-exempt) employees accrue 1.5 days per month for the first 10 months, July through April up to a maximum of 15 days. Beginning with each July 1 following fifth through tenth full years of service the maximum accrued vacation days increases by one day per year, so that for the 10th and subsequent years 2 days per month are accrued for the first 10 months, up to a maximum of 20 days.
- Full-time hourly and salaried employees accrue only vacation days, but not personal and vacation days.

The annual vacation is important to the well-being of the employee and his or her family, and each year-round employee is encouraged to take all earned vacation. The vacation year is July 1 through June 30, which coincides with the fiscal year. At the end of the fiscal year, accrued vacation days not used may be carried over into a subsequent fiscal year. The number of days that may be carried over into the next year is limited to the number of days accrued during the year just ended. An employee's unused vacation balance may exceed the limit, but must be reduced to the limit by June 30 (either through use of vacation or loss of time). Upon retirement or separation from employment, the employee will be paid for accrued but unused vacation days based on the highest salary level during his/her employment.

Group Life/AD&D Insurance

Term group life insurance in the amount of one times annual salary up to the IRS limit of \$50,000 is provided for eligible employees at Employer expense as more fully described in the summary plan description. In addition, the Employer provides eligible employees with the same amount of accidental death and dismemberment (AD&D) coverage. Optional employee group life coverage is available for purchase by active eligible employees with a maximum benefit of the lesser of three times annual salary or \$100,000 (first \$50,000 available without medical questionnaire). Optional spouse group life coverage is available with a maximum benefit of 50% of the employee's election. The benefit for optional coverage for dependent children is \$10,000.

Short Term Medical Leave

Short Term Medical Leave (STML) is defined as being absent for more than 5 consecutive work days for medical reasons. Employees are eligible to participate after 12 months of service. To qualify for this leave, employees must submit to the school documentation verifying the leave from a qualified medical professional. The School reserves the right to verify this documentation by requiring an evaluation from a second medical professional at the school's expense.

Once the STML documentation is approved, compensation goes back to the first unpaid day of the leave. All existing sick/personal days must be used before STML days may be used.

STML is earned at a rate of 10 days for each completed year of service. Employees may earn up to a total of 60 work days of STML which is equivalent to at least 12 weeks of paid STML. Regardless of the number of days accumulated, STML terminates on the day an employee qualifies for Long Term Disability. Once an employee's uses any amount of STML days, new STML days may be earned back to the 60 day maximum at the rate of 10 days for each completed year of service.

The first 15 days of STML are paid at 100% of salary. Any earned STML over 15 days is paid at 80%.

Once an employee uses STML during one school year, their days are depleted, but they may continue to earn days following the same schedule.

Long-Term Disability Insurance

Eligible full-time employees are automatically enrolled in the company's long-term disability plan on their first day of employment at no cost to the employee. Eligible employees receive this important protection against financial hardship that can occur as a result of serious non-occupational injuries and illnesses. This valuable protection helps meet day-to-day living expenses if an employee is totally disabled beyond the 90-day elimination period as more fully described in the summary plan description.

You will be considered totally disabled if you are under a continuing doctor's care and you are deemed unable to perform any and all duties of your regular job as determined by the insurance carrier based upon evaluation of medical documentation. After being totally disabled for 90 days, the employee is eligible to receive a benefit equal of 60% of your basic monthly earnings up to a maximum monthly benefit of \$5,000. In addition to this benefit, you may also be entitled to disability income from Social Security. If you are eligible for additional benefits, your long-term disability will be limited to the amount necessary to provide a total disability income from all sources equal to 60% of your basic annual earnings.

If you become disabled and receive benefits under this plan, return to work, and then become disabled from the same or related causes within six months from the end of the prior claim, you will not have to complete another elimination period. Monthly benefits will continue for as long as you are totally disabled until the age of 65.

If you become totally disabled due to a pre-existing condition, no benefits will be payable for that condition if treatment was received (including prescriptions) within six months prior to your effective date of coverage, unless you have been treatment free twelve months after your effective date or have been employed by the company for twenty-four months. Long-term disability benefits are also not payable if the injury or illness is a result of any act or hazard of a declared or undeclared war, an intentionally self-inflicted injury, or injury occurring during the commission of a crime.

Bereavement Leave

All full time employees may receive paid bereavement leave according to the following:

- > three days for an immediate family member (spouse, parent, sibling, child)
- > one day for other family members or friends

V.D. Evaluations

All teachers may expect to be reviewed by the academic team leader and/or the Head of School prior to teacher employment agreements being offered in the spring. This review is a summative determination of employment status and may take the form of an informal meeting or a formal, written evaluation. Criteria for this evaluation are available upon request. All other activities as outlined below are formative and intended to assist teachers in their professional growth. In the first year, teachers will be assigned a mentor.

V.E. Professional Development and Mentoring

Professional Development

The Administration will establish operating procedures to govern conferences, in-service activities, and district-wide Professional Staff Development planning activities. The Board of Trustees wishes to encourage improvement of professional knowledge and competence for staff members. All faculty members are required to submit their Individual Professional Development plan to the Business Office annually. Any request for taking leave to attend conferences and other professional days shall be made through the appropriate Chair and the Head of School. Forms shall be sent to the Director of Business Services. A report on conference expenditures from the Professional Staff Development Policy Board Fund shall be made available to the Head of School and Director of Business Services on request.

Mentoring

Rationale of Program:

The purpose of the mentor program at Black River Public School is to support teachers and administrators in their efforts to fulfill the mission of Black River Public School for their students. The mentor program at Black River Public School will be monitored and coordinated by the Dean of Academics in conjunction with Faculty Council and administrative team. While administrators are responsible to mentor and coach faculty members as issues arise, this program is intended to promote teacher-to-teacher mentoring.

Definition of terms:

Mentor: a teacher who has displayed excellence in teaching and understanding of Black River's curriculum and community. Mentor teachers usually will have at least three years Black River teaching experience to be considered for this role. An ideal mentor is a master teacher in his/her own right. The mentor at Black River does not necessarily have to be in a new teacher's department, but should have a good understanding of the challenges presented to new teachers. A mentor is one who helps guide a protégé on his/her journey toward becoming a quality professional educator.

The mentor should:

- Establish rapport
- Promote communication between faculty and administration
- Encourage professionalism and promote teaching as a profession
- Function as a role model
- Identify resources available within school
- Assist with parental concerns, parental conferences, open houses, etc.
- Assist with development of project term ideas
- Help with procedures and policies
- Observe the new teacher and provide feedback

This is not an exhaustive list—the relationship between the mentor teacher and the new faculty member should first and foremost establish trust and confidence.

New faculty member: the newly hired teacher in need of a mentor. The mentor relationship will provide a new faculty member with the following:

- Orient to the building and community
- Support in the transition from college to profession
- Assist with teaching assignments

- Guide in dealing with discipline and classroom management issues
- Help with teaching strategies and skills

Black River's Guiding Principles:

1. Assign each new faculty member a mentor during new teacher orientation. The Dean of Academics, with the assistance of the Faculty Council, will identify an appropriate mentor for each new teacher. These candidates will be recommended to the Head of School who makes the final decision on all personnel. A letter of agreement will be signed by the mentor and the Head of School and be placed in the mentor teacher's personnel file.
2. Mentors must keep a record of meetings that occur between the mentor and the new faculty member. They must also assist the new teacher in planning, completing, and reporting 15 days (90 hours) of professional development during their first 3 years of teaching. These days are in addition to the minimum state requirement of 5 days of staff development for all teachers. At a minimum, mentors must record at least two meetings per semester to discuss school related issues. These meetings do not have to occur on campus, but should focus on professional issues and responsibilities. Mentors must submit documentation of these meetings to the Dean of Academics. (See attached form)
3. Mentors must record at least one informal observation of the new faculty member per semester. This informal observation should result in a response written by the mentor and shared with the new faculty member. The purpose of this response is to hear feedback from another teacher—it should be informal and focus on issues of classroom management, class instruction, command of material, etc. Additionally, this response and observation may include issues outside of the classroom. The mentor teacher may choose to respond to parental contact, communication with other staff members, or other interaction where circumstance deems is appropriate. The mentor's role is one of support, not summative evaluation. This evaluation should not be given to administration to prevent this being used towards formal performance evaluations. (See attached form)
4. Michigan state law requires a one-year minimum participation in a mentoring program. Black River Public school requires a two-year minimum participation in the mentor program with additional years being voluntary. Black River expects mentoring to foster ongoing, supportive and collegial relationships among faculty, even after the formal mentoring period is over. At any time, a new faculty member may request a new mentor. If a new faculty member or a mentor needs to be re-assigned, either party may approach the Curriculum Director and/or a member of the Faculty Council to discuss the situation and appropriate action will be taken.

Suggested Yearly Mentoring Schedule

1st Semester

August

- Orientation, establish rapport with new teacher
- 2 hours (includes faculty meetings)

September

- 4 hours
- Assist teacher in establishing classroom management skills

October

- 4 hours
- Conduct 1st informal observation and follow up with teacher (included in 4 hours)

November

- 3 hours

December

- 2 hours
- Assist new teacher in writing narratives, reporting grades to Randy Bos.
- Turn in mentoring hours to Marianne in the Business Office.

2nd Semester

January

- 2 hours

February

- 3 hours

March

- 2 hours
- Conduct 2nd informal observation and follow up with teacher

April

- 3 hours

Project Term

May

- Assist teacher in transitioning into Project Term classes
- 3 hours

June

- 2 hours
- Turn in completed mentoring hours to Marianne in the Business Office.
(Mentoring form is in the back of the handbook.)

V.F. Social Security Number Privacy Policy

Black River Public School and/or Education Associates obtain and use a variety of confidential information in the conduct of business. This includes documents and other records containing Social Security Numbers. Any and all documents and records containing Social Security Numbers must be obtained, used and disclosed only for legitimate business reasons. Such documents and records must also be treated as **confidential**, which means they must be retained in secured areas or files, password protected when stored on computers, disclosed only to authorized persons, and destroyed at an appropriate time and in an appropriate manner consistent with policies and procedures and other legal requirements. Staff members who obtain, use or disclose Social Security Numbers for improper, unauthorized or illegal reasons are subject to discipline or discharge, as well as potential criminal or civil prosecution. For additional information, please contact the Head of School, the Business Office, or the Policy and Procedure Regarding the Use and Disclosure of Social Security Numbers.

V.G. Health Information Privacy Practices

Summary. The Education Associates Notice of Privacy Practices describes the health information privacy practices of Education Associates and any third parties that assist in the administration of our health care plans, and the ways in which we may use and disclose health information about you. All people associated with our plans follow the terms of the Notice and may share health information with each other for the treatment, payment or healthcare operation purposes described in the Notice. The Notice describes the different ways that Education Associates may use and disclose health information.

Your Rights. You have, among the other rights detailed in the Notice, the right to obtain an "accounting of disclosures," the right to inspect and obtain a copy of your health information that is maintained by our health plans (which generally includes medical and billing records), the right to request corrections, the right to request additional restrictions on the health information we disclose about you for treatment, payment or healthcare operations, the right to request that our health plans communicate with you about

health matters in a certain way or at a certain location (such as by e-mail or a post office box), and the right to file a complaint about our health plans' privacy practices.

You will not be penalized in any way for exercising your privacy rights. If you have any questions about the Notice of Privacy Practices, please contact Education Associates' HIPAA Privacy Officer via telephone at 616-355-0055 ext. 109, via interoffice mail to the business office, or via regular mail at P.O. Box 1696, Holland, MI 49422-1696.

VI. Teacher Expectations

VI.A. Teacher Attendance

Teacher Absence

Full-time teachers are allowed seven paid absences per school year for illness. No more than two of these seven days should be for personal reasons other than illness. Personal days should not be used to extend vacations nor should they be used on in-service days. Teachers who need an extended time off (more than two consecutive days) must make prior arrangements with the Head of School. Failures to make prior arrangements for an extended personal absence or absences that exceed the allowed number of seven absences are considered "not authorized". Any non-authorized absence will result in an unpaid absence with a per diem deduction of 1/200th of the annualized salary. The administration may ask for medical verification for an extended illness. **If an employee is ill for three or more consecutive days, a doctor's note is required to return to work.** This also means that if you are on medical leave, you must not come to work during the leave (e.g., for meetings) unless you have provided a doctor's note that you are able to return to work. Any time a teacher leaves the building during contracted hours he/she should sign out in the main office. Eligible teachers may receive a Wellness Bonus for unused sick/personal days as more fully described in the Wellness Bonus Policy in this handbook.

Class Absences— In cases of illness or personal emergency, a teacher must notify the Business Office by contacting AESOP. Further details will be provided during orientation. Class lesson plans and up-to-date class rosters must be available for substitute teachers. If possible, articulate this information to the Department Chairperson.

Scheduled Absences—If a teacher plans to be absent from classes or a required faculty attendance day, the teacher must receive permission from the Head of School, complete a Faculty Absence Form and notify the Business Office. This will afford time to call a substitute and cover the teacher's classes.

Family Medical Leave

An employee may be entitled to job-protected family or medical leave of absence if unable to work due to pressing family or medical concerns, as more fully described in the Family Medical Leave Act (FMLA) section of this handbook.

Professional Leave and Conference Attendance Procedure

Faculty and staff are both required and encouraged to attend professional development seminars. Approval for attendance is required from the appropriate Chair, and ultimately Head of School. Faculty and staff who attend professional conferences and development sessions must complete a form of attendance from the Business Office and file this form with the Curriculum Director who will file the form with "Professional Development" records.

Employee Hours and Punctuality

Each employee is expected to be at school twenty (20) minutes before the start of school and twenty (20) minutes after the conclusion of the final class. Administrative assistants are expected to begin at 7:30 am to open school for the students and to remain available one (1) hour after the conclusion of the final class. All employees will arrive punctually to school meetings.

Leaving Campus During the School Day

Any faculty/staff member leaving campus during the day either with or without students must sign out in the main office upon departure and sign back in upon return to school grounds. It is understandable that occasions may arise in which teachers may need to leave campus briefly during their planning period for school related purposes, however it is not appropriate for teachers to leave the building for personal business on a regular basis. In the event of an emergency, faculty should notify the Head of School or Dean of Students if they will need to leave the building.

V.I.B. Meetings/Committees

All faculty members are expected to attend faculty meetings unless excused by the Head of School. Meetings will be held in a large classroom and will begin at 3:30. An agenda will be provided and staff members may submit items for the agenda as long as this is done in advance of the meeting. Mark your calendars and plan to be in attendance on the third Wednesday of each month.

Department and Grade Level Meetings

The Faculty and Staff shall meet monthly, both as a large group and as a department, to discuss matters of mutual concern and to review and revise curriculum. The minutes taken during these meetings will be submitted to the Head of School.

Faculty Council

The Faculty Council, while working to support Black River Public School's mission of preparing students for college and life, considers initiatives, ideas, and situations that affect our teaching and learning community. The primary function of the council is to provide for an exchange of ideas, to open an avenue for discussion to deal with mutual concerns, and to enhance communication among members of the Black River learning community with the intention of augmenting the professionalism of relationships, commitment to the school's mission, and the dialogue between staff members. Past Councils have made recommendations to school leaders after considering issues of school improvement such as grading procedures, changes in retirement planning, staff development, staffing and curricular matters. The Council has also served as a point of contact by members of the Black River community when the need for open discourse arises. Additionally, the Faculty Council recommends students for the National Honor Society and the National Junior Honor Society, and will regularly contribute to Faculty meetings with updates on activities and topics of our community, schedule of future Faculty Council meetings, as well as upcoming and current agenda items. Future council activities may change as the needs of the school arise. Council members may be asked by the greater Black River community to work towards other initiatives.

Finally, the Council is charged each year by the Head of School to:

1. Set one school improvement goal identified by the faculty that will better support student achievement, recommend an implementation plan to achieve it, and measure the progress of the initiative.
2. Submit, by the end of January, a prioritized list of issues for the Board of Trustees to consider as they continue their mission of attracting and retaining the best, brightest, and highest performing teachers.
3. Consider, research, and recommend one innovation to the BRPS program that should be considered for implementation by the Administrative Team and Board of Trustees.

The Faculty Council is composed of five faculty members; members will serve for one year, with elections occurring at the end of the academic year at an appropriate faculty meeting. The current Council will ask for volunteers of staff willing to serve the rest of their community as candidates, and will publish this list one week before the faculty meeting. Staff members who currently carry a teaching load will vote based on the list of volunteers. The Faculty Council will publish election results no later than two working days after this vote. Elections should strive to create a representative sample of staff by considering teaching level and subject, experience, gender, age, etc. The first task of the new Faculty Council must be to elect a chairperson who will act as a spokesperson to the rest of the staff, and organize and delegate meetings throughout the year. During Project Term, the current Faculty Council members mentor new Council members on procedures, philosophy, and direction to provide a smooth transition of ideas and

projects into the next academic year. During the academic year, regular meetings will be scheduled monthly and as needed.

Any staff member is welcome to attend the general meetings as an observer and minutes of each meeting will be distributed to each faculty member upon request. Certain meetings will require closed-door sessions, where staff members may be asked to leave by the Council's chairperson at the discretion of the Council based on the subject(s) being discussed. Staff members may contact the Faculty Council or any of its members to bring items for Faculty Council consideration. Reports or recommendations made by the Faculty Council are to be given to the Head of School if deemed necessary and/or appropriate. The Faculty Council must circulate an evaluation to the staff asking for constructive criticism of Council activities from the previous year and recommendations for future tasks in order to continue refining the Faculty Council's effectiveness.

School Improvement Committee

The School Improvement Board will consider issues that have direct application to school improvement as defined by the Black River Public School Mission Statement. The School Improvement Board is chaired by the Curriculum Director and exists to develop plans and guide the processes for school improvement and staff development. The entire school community will be involved in the implementation of the plans and processes that will result in the measurable improvement of student and staff performance. The council will be responsible in part for submitting an annual plan to the Ottawa Intermediate School District, a plan that must be submitted annually in September.

VI.C. Reporting Procedures

VI.C.1. Lesson Plans and Records

All teachers will be expected to maintain accurate and up-to-date plans for instruction and records of the material given. There is no prescribed format for such plans or records, but they must be such that a substitute teacher can proceed with the program without loss of time, in the event of the unexpected absence of the teacher. The Head of School shall prescribe the extent of such plans and records and shall evaluate the adequacy of same as outlined above. Emergency lesson plans must be on file with the substitute scheduler in the event of an emergency.

VI.C.2. Student Attendance

"Extended Absence Policy" for students: up to teacher's discretion as to what should be made up.

All classroom teachers are to keep an accurate class attendance record for each student in each class.

The master attendance records will be kept in the main office. Teachers are to send first period attendance to the Assistant to the Head of School by 9:00 am. If a student is absent the first hour and comes to school later in the day, the student's parent or guardian is required to sign in at the main office before going to any classes. The absence list for each day will be printed and teachers can check the hourly absence at the end of each school day.

This policy/procedure includes all absences whether excused or unexcused. Regular attendance in Upper School is a desirable habit to cultivate. There is a positive relationship between regular attendance and good schoolwork. The responsibility for the student being regular in attendance rests with the parent and students. Students should realize the importance of their attendance records. Every case of absence or tardiness is recorded and becomes part of the student's permanent record. College admission officers and employers may place considerable emphasis on the attendance record before deciding whether to admit a student to college or grant employment. The rules and procedures that govern attendance at Black River Public School are printed in the Parent-Student Handbook. It is expected that every student will be in attendance each day and at each scheduled class.

VI.C.3. Dropping/Adding Students for Classes

Faculty should find evidence of drops/adds on their daily rosters. Any questions about changes should be directed to the Registrar.

VI.D. Working Directly with Students

Factors that alter effectiveness:

Never forget, even for a moment, that a key element in achieving success with students is the relationships we develop with them individually—and the influence they allow us to have with them as a result. We build these relationships each day in each interaction with students. Among the most fertile opportunities to build solid relationships individually is the student conference. It may be an informal conference at the student's desk or a more formal conference in another environment. It may be to assist academic achievement or to correct unacceptable behavior. But the student conference provides a teacher with exceptional opportunities.

Specific steps we can take to strengthen our conferences with students:

1. We must always position ourselves as advocates for our students.
2. We create and nurture strong relationships with students through the questions we ask in a conference.
3. We must take time and listen closely to what the student contributes.
4. We should always encourage and assist the student to develop possible solutions and alternatives to improve or resolve the situation at hand.

The strength of our relationships with individual students has a powerful impact on motivation, behavior, and achievement.

VI.E. Working with Parents

Preparing for parent conferences:

Parent night offers a great opportunity for us to build relationships with important partners. The union formed during this evening can establish a positive and productive attitude for functioning in the year ahead. Make no mistake: Our actions on this night can initiate the understanding necessary for parents to believe that they can and want to support us and what we are doing in the classroom. If we do not position ourselves appropriately with parents, however, the opportunity can be lost—and misunderstandings as well as negative reactions can result. Fortunately, a positive impact can be assured by using a few simple but important strategies.

1. We should create an opportunity before, during, or at the end of the evening to meet every parent and call the parent by name.
 2. +We must come to parent night well prepared with the knowledge that the first impression we give can set perceptions parents are likely to hold throughout the year; if we “wing it,” parents are likely to conclude that we “wing it” in class as well.
 3. We must relate rules, procedures, and expectations as positives.
 4. We must spend the time sharing the opportunities students will experience and making promises regarding what we intend to do for students to make the year a rewarding and success-filled experience.
 5. We should let parents know what an average day in class is like for students.
 6. We should let parents know that we are committed to helping their children learn.
 7. We must remember that the biggest worry and concern parents have pertains to the resolve we have made to their child's success.
 8. If we have more time, we can share what we have done to prepare to make this year special.
 9. We should reveal our plans for routine and regular communication with parents.
- Parent conferences offer us the opportunity to connect with parents and serve them.

VI.F. Working with Support Personnel

Working With School Social Worker

Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. **However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)**

Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. **The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.**
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

VI.G. General Supervision of Students

Coaching staff will remain with their students until their rides arrive.

Students will never be left alone in a classroom during lunch.

Faculty on duty after school will report to designated locations immediately following student dismissal at the end of the school day. At 3:30pm all students should be out of the main building unless working with an after school program.

VI.H. Classroom Discipline

It is the responsibility of the administration, faculty, and staff members to maintain discipline and the climate for good instruction in our school. Generally, discipline is in the hands of the teacher with the Head of School and Dean of Students assisting whenever additional help is needed. In order to train children to live by an internalized set of values, seek to benefit other students, and create a good atmosphere for instruction, the following guidelines are applicable.

1. Students are to respect and obey teachers.
2. Students are to be kind and respectful toward students, teachers, and other adults.
3. Students are to use proper language in and out of school.
4. Students are to refrain from fighting, verbally or physically.
5. Students are to respect the rights and property of the school, of fellow students, staff members, neighbors, and are expected to pay for loss or damage they cause.
6. Students are to cooperate in keeping school buildings and premises neat and clean.
7. Student honesty is expected in class work and in other relationships between students and staff members.
8. Students are to observe regulations necessary for safe and orderly operation of the school.

Teachers should keep the Dean of Students and Head of School informed of serious discipline problems that occur and should contact the home as soon as possible to inform the parents of the problems, soliciting their help in correcting these problems.

Each administrator, faculty, and staff member clearly should serve the school as a disciplinarian.

VII. Curriculum Issues

VII.A. Grading

GRADES

Students receive narrative reports as well as letter grades five times each year. At the end of each semester, letter grades will be grades-of-record to compute a student's GPA. Each mid-semester, the letter grade will be only an indication of the student's performance at that time, and such grades do not "count" as grades-of-record. Between each grading period we mail a simpler progress report so that everyone is updated eight times each school year.

GRADING SCALE

Grade Point Average (GPA) reflects coursework completed at Black River Public School. Students who transfer during high school and are concerned about GPA should consult with the Curriculum Director.

Grade	Grade Points for Normal Classes	Grade Points for AP Classes with AP Exam*	Interpretation
A	4.0	5.0	Highest Distinction
A-	3.7	4.7	High Distinction
B+	3.3	4.3	Distinction
B	3.0	4.0	Laudable
B-	2.7	3.7	Commendable
C+	2.3	3.3	Satisfactory
C	2.0	3.0	
C-	1.7	2.7	Unsatisfactory
D+	1.3	1.3	Poor
D	1.0	1.0	
D-	0.7	0.7	
F	0.0	0.0	Failing and unacceptable

Project term courses and some electives are assessed with a grade of H (Honors), P (Pass) or F (Fail). These courses will not be computed in a student's GPA.

The faculty will issue progress reports between each grading period, and may issue supplementary grade reports at any time they feel that students and parents should be alerted to particularly distinguished work, or be warned of particularly poor or missing work. We do not want any surprises. A student (or parent) should feel free to ask a faculty member at any time how he or she is doing; faculty should keep students and parents aware of any drastic changes in a student's work. Abrupt changes usually are a signal of other issues.

Each teacher is required to have narrative reports prepared by the morning of "proof-reading day," when each teacher will remain after school to proofread advisee narrative reports. No teacher is to leave until each teacher has completed proofreading reports. Failure to have narrative reports prepared by the time required or failure to remain until each teacher has completed proofreading is a serious offense, and a serious inconvenience to colleagues.

Special Education instructors are required to complete student evaluations at the same as progress and narrative reports. These evaluations need to assess how well goals as being reached as outlined in student IEP's.

VII.B. Field Trips

Field trips must be related to a specific educational objective. Forms to request transportation and provide an explanation must be requested from the office at least two weeks prior to the trip. Field trips on student count days will be avoided.

Because of increasing costs, field trips will be limited in number and distance. *Before a trip is discussed with students, permission from the Head of School must be received in writing.* There should be preparation before the trip or visit, and an evaluation afterwards.

Students are expected to be supervised closely while they are away from school, and parents must sign permission slips that will be kept on file in the office.

If a faculty member ever asks a colleague to excuse a student from a class, the following procedures should be followed:

1. The Head of School has approved the project.
2. All faculty members whose classes will be missed receive a list of students, so students who are failing are not allowed to miss the class, if so requested.
3. All of this happens at least two weeks in advance of the activity.
4. If anything valuable happens spontaneously, please see the Head of School for an exception from the above guidelines.

VII.C. Videotapes

Teachers are responsible to preview any film or video for possible objectionable scenes or language. Any potential "problems" discovered should be shared with the Head of School or Dean of Students.

VII.D. Copyright Compliance/Copying Guidelines

All faculty and staff members are expected to conform with federal and state copyright guidelines and laws.

VII.E. Volunteer Procedures

1. Prospective volunteers must complete a Volunteer Profile Form and be approved before they may begin. Forms would be available on the website, in the Main Office, and also from the faculty or staff members utilizing the volunteer. It is very important that all BRPS staff understand and follow this policy; if you are unsure whether a volunteer has been approved, please contact the business office to ask.
2. Volunteer information will be checked thru various means, such as the Internet Criminal History Access Tool (ICHAT), the Michigan Secretary of State driving records, and against the Sex Offender lists.
3. Volunteers, who will routinely work with students alone, will be required to be fingerprinted to undergo a criminal history background check. (ex. OM coaches, PT chaperones, student teachers, coaches/asst. coaches)
4. The Head of School will review all reports with negative results.
5. Volunteers will be notified, when checks are completed, that they can begin their assignments.
6. Volunteers should sign-in with the Main Office each time they work. If they will be working a specific time, consistently, this could be noted & sign-in only on first and last day. They should also be required to wear nametags that identify them as volunteers.

7. Volunteers should notify the Main Office and return nametags once they are finished (either for the day or for the assignment).

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This handbook serves as a general guide to BRPS policy and does not address every situation that may occur. Any situation not covered in this handbook will be handled as BRPS believes appropriate under the circumstances. BRPS retains all of its management rights and prerogatives, regardless of the frequency or extent of their use. The failure of BRPS to exercise any particular right or remedy will not constitute a waiver of BRPS' right to exercise it in the future.

SCHEDULE 7-4

METHODS OF ACCOUNTABILITY AND PUPIL ASSESSMENT

METHODS OF ACCOUNTABILITY AND PUPIL ASSESSMENT

Grand Valley State University shall evaluate the success of the Academy by considering multiple areas of performance. A Comprehensive Performance Review (CPR) system will be established by Grand Valley State University Charter Schools Office and shall include, but not be limited to, the performance of the Academy in the areas of student performance, board governance, organizational performance, compliance reporting, facility conditions, fiscal strength and reporting and other pertinent performance data, as required by federal and state law, the authorizing contract, or desired by the authorizer for review.

Included in the Comprehensive Performance Review shall be the requirements of Article VI Section 6.5 of the authorizing agreement, which states:

Section 6.5. Methods of Accountability. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall provide the University Charter Schools Office with copies of reports, assessments and test results concerning the following:

- a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;
- b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;
- c) an annual education report in accordance with the Code;
- d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the University Charter Schools Office Director; and
- e) all tests required under Applicable Law.

The University Board may use such reports, assessments and test results in making its decision to revoke, terminate, or not issue a new contract at the end of the Contract.

Date: 4-12-11

Ruth A. Cronch
Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Black River Public School Board of Directors at a properly noticed open meeting held on the 12th day of April, 2011, at which a quorum was present.

Ruth A. Cronch
Board Secretary

SCHEDULE 7-5

ACADEMY'S ADMISSION POLICIES AND CRITERIA

Charter School Enrollment Provisions of State Law

The Admissions Policy of Black River Public School is developed based on the language of the state law, which refers to a charter school as a "public school academy." Because Black River Public School is chartered by Grand Valley State University, the following statutory provisions apply:

For a public school academy authorized by a state public university, enrollment shall be open to all pupils who reside in this state who meet the admission policy. If there are more applications to enroll in the public school academy than there are spaces available, pupils shall be selected to attend using a random selection process. However, a public school academy may give *enrollment priority* to a sibling of a pupil *enrolled* in the public school academy. A public school academy shall allow any student who was enrolled in the public school academy in the immediately preceding school year to *enroll* in the public school academy in the appropriate grade.... [Michigan Revised School Code, 1976 PA 451, MCL 380.504(3)] (*emphasis added*)

State law also allows charter schools to accept students in an approved foreign exchange program.

ADMISSIONS POLICY

Open Enrollment Period

Spaces in each grade K-12 for the following school year will not be officially assigned until after 3:00 p.m. on the last Wednesday in February at which time Open Enrollment closes. If the last Wednesday in February is not a school day, Open Enrollment closes at 3:00 p.m. on the next school day.

Admissions Priority

To identify which applicants may be admitted for the following school year, an Admissions Meeting will be held at the school shortly after the close of Open Enrollment at a publicized date and time to be announced. At that time, other applicants, if necessary, may be placed on a prioritized Wait List by grade based on the results of a random selection process.

Priority Groups.

The order of priority in which spaces for each grade will be filled is as follows:

- 1) Students enrolled for the current school year who re-enroll on or before the last Wednesday in February. (Students with an Individual Education Program active on the first day of the following school year are automatically re-enrolled unless formally withdrawn.)
- 2) Siblings of students currently enrolled, if the sibling applies on or before the last Wednesday in February.
- 3) Siblings of newly enrolled students. When, at the close of Open Enrollment, one sibling is accepted into a grade that is not oversubscribed, or is accepted by lottery, any of their siblings in Priority Group 4 are immediately advanced to Priority Group 3.
- 4) New students that enroll on or before the last Wednesday in February who do not have a sibling that was accepted, subject to space availability, which may be determined by random selection process.
- 5) Any applicant that applies after the last Wednesday in February. Such students would be accepted in Wait List order only if space is available.

Priority Group 1 - Current Students. If a student is enrolled at Black River Public School for the current school year, that student shall be allowed to enroll for the next school year if a Re-enrollment Application Form is completed and returned on or before the last Wednesday in February.

Priority Group 2 - Brothers/Sisters of Current Students. If a student is currently enrolled and has one or more siblings that wish to attend Black River Public School for next school year, the currently-enrolled student's siblings will be given enrollment priority if an Enrollment Application Form for each sibling is completed and returned on or before the last Wednesday in February.

Priority Group 3 - Brothers/Sisters of Newly-enrolled Students. Note that Black River Public School strives to allow brothers and sisters to attend the same school and tries to give all preference allowed by law to accomplish this during the Open Enrollment and, if necessary, the random selection process. As more fully explained below, if a family has two or more children that apply to Black River Public School, when one child is validly accepted and enrolled at the Admissions Meeting, all of that child's siblings who have applied are accepted and may enroll as long as space is available in that grade. If space is not available, they advance to the sibling wait-list. This preference is not available after the Admissions Meeting has been held and Open Enrollment is closed.

Priority Group 4 - New Applicants. If the number of applicants for a grade is less than or equal to the number of spaces available for that grade, all new applicants for that grade are accepted and are enrolled at the Admissions Meeting. If there are more applicants than spaces available, a random selection process will be used. Applicant families are encouraged to attend the Admissions Meeting, but are not required to attend or have representation.

Priority Group 5 - Applicants After the Close of Open Enrollment. For grades that are not oversubscribed at the end of Open Enrollment, applicants will be accepted on a first-come, first-served basis until the grade is full, at which time further applicants are placed on a Wait List. For each grade with a Wait List, all applications received will be placed on the Wait List. The Wait List has two parts: 5A) the Sibling Wait List and 5B) the General Wait List. For the purposes of enrollment priority, a parent's children, step-children, adopted children, and foster children are all considered to be each other's siblings. If an applicant to be placed on a Wait List is the sibling of an enrolled student, the applicant is placed on the bottom of the Sibling Wait List. If an applicant to be placed on a Wait List is not the sibling of an enrolled student, the applicant is placed on the bottom of the General Wait List.

RANDOM SELECTION PROCESS (LOTTERY)

For each grade that has more applicants than spaces available at the close of Open Enrollment (making it a "Lottery Grade"), applicants in Priority Groups 1 and 2 will be admitted for the fall. Next, a random selection process (a "Lottery") will be performed to create a preference order for the applicants in Priority Group 4. Each applicant selected by Lottery has a numerical "Lottery Priority" ahead of each student subsequently selected by Lottery for that Lottery Grade.

For each Lottery Grade, a numbered "Lottery Priority List" will be created by grade to document the order of preference determined by the Lottery. If a new family has multiple children in the lottery (a "Multiple Applicant New Family"), all begin in Priority Group 4 and remain there unless and until one is enrolled via the Lottery. If there are Lotteries for multiple grades, the Lotteries will be performed from the lowest Lottery Grade to the highest Lottery Grade.

After the Lottery has been held for each Lottery Grade and the Lottery Priority Lists have been created, a New Family Re-Prioritization will be performed. For each Multiple Applicant New Family, if one of their applicants has Lottery Priority that assures him or her a space, all other applicants in that Multiple Applicant New Family are given status in Priority Group 3 and are admitted and enrolled as long as space is available in that grade. The applicants remaining in Priority Group 4 are accepted in order of Lottery Priority until all spaces for a grade are filled. The remaining applicants are placed on a Wait List in the order they were selected by Lottery.

SELECTION FROM WAIT LIST

If a space in a grade with a Wait List becomes available for any reason, the space will be offered to the next available applicant on that grade's Sibling Wait List. If there are no remaining applicants on a grade's Sibling Wait List, an available space will be offered to the next available applicant on that grade's General Wait List. It is the intent of Black River Public School to allow family members to attend the same school whenever possible. It is recognized and consistent with state law to accept applicants from the Sibling Wait List that

may have submitted an application after some or all of the applicants on the General Wait List. If an applicant that is accepted from the General Wait List has siblings on the General Wait List of any grade, each of the accepted applicant's siblings move immediately to the bottom of the Sibling Wait List for their grade. If multiple spaces become available in a grade (for example the addition of 20 spaces to create an additional class within the grade), the Wait List is evaluated one space at a time, such that siblings may move from the General Wait List to the bottom of the Sibling Wait List in the middle of the process of filling the available spaces. If spaces become open for multiple grades, the grades will be evaluated sequentially from the lowest grade to the highest grade.

ADMISSION IS CONDITIONAL

Applicants are required to fully complete all required enrollment materials and provide all necessary information. This includes, but is not limited to, the enrollment application form, emergency contact card, copy of birth certificate, and immunization information. Making an omission of a material fact or a false statement in enrollment application materials may be sufficient cause for denying an applicant consideration for enrollment or for expulsion after enrollment.

COMPLIANCE WITH CODE OF CONDUCT

All students and prospective students must abide by the Black River Public School Student Code of Conduct and are subject to disciplinary action for violations thereof, up to and including expulsion. In other words, a prospective student is subject to the all school policies, practices and procedures (and consequences for violations), even before their first day of class.

EQUAL EDUCATIONAL OPPORTUNITY

Black River Public School does not charge tuition and does not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by Michigan's public schools. [Some testing may be required to determine the proper placement in a subject. Math and Spanish tests, for example, are generally required for new students to determine in which class they belong and to benchmark educational progress. Such tests are administered after a student has been accepted for admission.]

SCHEDULE 7-6

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE



BLACK RIVER

PUBLIC SCHOOL

SCHOOL CALENDAR 2010-2011

FIRST SEMESTER

Tues, Aug 24	New Student Orientation, 9:00 - 10:00 am (6th - 12th only)
Wed, Aug 25	FIRST DAY OF SCHOOL - Grades 6-12
Fri, Aug 27	New Elementary Student Orientation (8:00 am - 1:00 pm for new students gr. 1-5)
Mon, Aug 30	FIRST DAY OF SCHOOL - Grades K-5
Thurs, Sep 2	Convocation Assembly during G period
Fri, Sep 3	NO SCHOOL FOR STUDENTS K-12 - Labor Day Vacation
Mon, Sep 6	NO SCHOOL FOR STUDENTS K-12 - Labor Day Vacation
Thurs, Sep 9	6-12 Curriculum Night, 6:30 - 8:00 pm
Thurs, Sep 16	Elementary Curriculum Night
Wed, Sep 29	Student Count Day
Thurs, Sep 30	Student Court Day (for classes not meeting on Wed.)
Fri, Oct 15	NO SCHOOL FOR STUDENTS K-12 - Midterm Grading Day
Thurs, Oct 28	1/2 DAY SCHOOL 1-12 - Parent-Teacher Conf., 1 pm - 8 pm (K=NO SCHOOL)
Fri, Oct 29	NO SCHOOL FOR STUDENTS K-12 - Parent-Teacher Conf., 8 am - 3:30 pm
Wed, Nov 24	NO SCHOOL FOR STUDENTS K-12 - Thanksgiving Vacation
Thurs, Nov 25	NO SCHOOL FOR STUDENTS K-12 - Thanksgiving Vacation
Fri, Nov 26	NO SCHOOL FOR STUDENTS K-12 - Thanksgiving Vacation
Tues, Dec 14	1/2 DAY SCHOOL 1-12 - Final Exams (A and B) (Kindergarten=Regular Day)
Wed, Dec 15	1/2 DAY SCHOOL 1-12 - Final Exams (C and D) (Kindergarten=Regular Day)
Thurs, Dec 16	1/2 DAY SCHOOL 6-12 - Final Exams (E and F) - Winter Break Begins
Thurs, Dec 16	NO SCHOOL FOR ELEMENTARY K-5 - Winter Break Begins

SECOND SEMESTER

Mon, Jan 3	Classes Resume
Wed, Feb 9	Student Count Day
Thurs, Feb 10	Student Count Day (for classes not meeting on Wed.)
Mon, Feb 21	NO SCHOOL FOR STUDENTS K-12 - Presidents' Day Recess
Wed, Feb 23	Open Enrollment Ends at 3:00 pm
Fri, Mar 4	NO SCHOOL FOR STUDENTS K-12 - Midterm Grading Day
Mon, Mar 7	NO SCHOOL FOR STUDENTS K-12 - Midterm Grading Day
Thurs, Mar 17	1/2 DAY SCHOOL 1-12 - Parent-Teacher Conf., 1 pm - 8 pm (K=NO SCHOOL)
Fri, Mar 18	NO SCHOOL FOR STUDENTS K-12 - Parent-Teacher Conf., 8 am - 3:30 pm
Fri, Apr 1	NO SCHOOL FOR STUDENTS K-12 - Spring Break Begins
Mon, Apr 11	Classes resume
Tues, May 10	1/2 DAY SCHOOL 1-12 - Final Exams (A and B) (Kindergarten=Regular Day)
Wed, May 11	1/2 DAY SCHOOL 1-12 - Final Exams (C and D) (K = NO SCHOOL)
Thurs, May 12	1/2 DAY SCHOOL 6-12 - Final Exams (E and F)
Thurs, May 12	NO SCHOOL FOR STUDENTS K-5 - Semester Break

PROJECT TERM

Mon, May 16	Project Term begins
Mon, May 30	NO SCHOOL FOR STUDENTS K-12 - Memorial Day
Thurs, Jun 9	KINDERGARTEN LAST DAY (Regular K Day)
Thurs, Jun 9	Project Term concludes, Open House 6:30 - 8:00 pm
Fri, Jun 10	1/2 DAY SCHOOL 1-12 - LAST DAY (8th Grade Graduation, Noon - 1 pm)
Fri, Jun 10	High School Graduation, 7 pm

K=169 days/549.25 hours; 1-5=173 days/1116.88 hours; 6-12=178 days/1118.0 hours

Calendar approved by Board of Trustees on February 15, 2010.

NORMAL DAILY SCHEDULE

grades 6-12

Students take seven classes in blocks A-G. The classes meet according to the schedule. below. All students have time for lunch.

All students participate in a small the group seminar that focuses on a variety of topics that impact students in their daily lives. Some examples are social issues, health, careers, personal development.

Period	Time	MON	TUE	WED	THU	FRI
1st	8:00 -9:26	A	A	B	A	C
2nd	9:33-11:00	B	C	C	B	D
Seminar Lunch	11:05- 11:30	High School Middle School				
Seminar Lunch	11:30-11:55	Middle School High School				
3rd	12:00-1:26	D	F	D	F	F
4th	1:33-3:00	E	G	E	G	E

Project Term Daily Schedule, grades 6-12

Student take up to four classes (A, B, C, D) in the four week term. Two classes meet mornings/afternoons for the first two weeks; the other two classes meet mornings/afternoons for the second two weeks. A few classes meet all day for two weeks or for all four weeks.

Class Block	Weeks	Times
A	1 & 2	8:00 – 11:00
C	3 & 4	
Lunch	All Term	11:05 - 11:30
B	1 & 2	11:40-2:40
D	3 & 4	

SCHEDULE 7-7

AGE/GRADE RANGE OF PUPILS ENROLLED

Age or Grade Range of Pupils Enrolled

Black River Public School enrolls students in Kindergarten through Twelfth grades, ages five (5) through eighteen (18).

SCHEDULE 7-8

**ADDRESS AND DESCRIPTION OF PROPOSED PHYSICAL PLANT; LEASE
OR DEED FOR PROPOSED SITE; OCCUPANCY CERTIFICATE**

Black River Public School is located entirely on one irregularly-shaped campus of approximately 11 acres near downtown Holland on Columbia Avenue, bounded on the north and south by 20th and 22nd Streets. The school is housed in the following structures:

491 Columbia Avenue
Middle/High School
6-12 Grades
50,000 sf
Built in 1930, acquired/renovated in 2000

200 East 20th Street
Gym/Cafeteria/Music
20,000 sf
Built in 2007

509 Columbia Avenue
Upper Elementary
4-5 Grades
6-classroom modular building
6,664 sf
Acquired in 2004

521 Columbia Avenue
Lower Elementary
1-3 Grades
8-classroom modular building
8,568 sf
Acquired in 2005

212 East 20th Street
Kindergarten
Existing storage building built in 1930
Renovated in 2008
640 sf

The campus also includes an elementary playground, soccer fields, and parking lots located both near the gym/music building and across Columbia Avenue from the main entrance.

LIBER 4286 PG 281

Filed/ Sealed For Record In
Ottawa County, MI
Gary Scholten R.O.D.
10/08/2003 At 8:49:12 A.M.
DEED \$29.00
Liber 934286 Page 00281



300734434

DEED

THIS DEED, made this 26th day of August, 2003 between BASF Corporation, a corporation existing under the laws of the State of Delaware, having an address at 3000 Continental Drive-North, Mount Olive, County of Morris, New Jersey, formerly Eumont Corporation and Interchemical Corporation, hereinafter referred to as Grantor, and Black River Public Schools, a Michigan Public School Academy and a Michigan non-profit corporation, duly organized under the laws of the State of Michigan, whose address is: 491 Columbia Avenue, Holland, Michigan 49423 hereinafter referred to as Grantee.

WITNESSETH, that Grantor, for and in consideration of the sum of One Dollar (\$1.00) lawful money of the United States of America, paid, by the Grantee, at or before the sealing and delivery of these presents, the receipt whereof is hereby acknowledged and the Grantor being therewith fully satisfied, does, by these presents, donate, give, grant, bargain, sell, and convey unto the Grantee, forever,

All that certain lot, tract, parcel of land and premises, hereinafter particularly described situate, lying and being in the City of Holland, County of Ottawa, and State of Michigan, as follows:

See attached Schedule A.

Being a portion of the same land and premises conveyed to Grantor herein by Chertion Corporation by Deed dated March 17, 1979 and recorded on March 23, 1979 in the office of the Ottawa County Register of Deeds in Deed Book 860, Page 495.

The tax map reference of the property is City of Holland, County of Ottawa and State of Michigan: Permanent Parcel No.: 70-16-32-276-002.

Together with all and singular the easements, hereditaments, improvements and appurtenances thereto belonging, or in anywise appertaining, and all the estate, right, title, interest, claim or demand whatsoever, of the Grantor, either in law or equity of, in and to the above-described premises, with the easements, hereditaments, improvements and appurtenances; subject to current zoning and other governmental restrictions and all covenants, conditions, restrictions, easements and rights of ways and other matters of record and as otherwise provided in Schedule B attached hereto; to have and to hold the said property, above described, with the appurtenances, unto Grantee, forever.

This conveyance is subject to the express condition that Grantee, its successors and assigns shall have and hold the property only for so long as the property is used for any lawful use but not for residential use and if all or any part of the property herein conveyed is used or maintained for residential use, then all right, title, and interest in and to the property will automatically and instantly revert to and revest in Grantor, or Grantor's successors and assigns, as fully and completely as if this deed had not been executed and delivered.

Grantee represents, covenants and warrants that Grantee shall not establish, construct, install or erect any well upon the property or use groundwater for any purpose, excepting however any monitoring wells as may be required to comply with the lawful directives of the State of Michigan, Department of Environmental Quality.

The conditions and covenants of this Deed shall be binding upon Grantee, its successors and assigns, and shall be recited and set forth in each deed of conveyance hereinafter made, granted and delivered, and shall be binding upon each and every successor and assign, as if each and every said successor and assign had been the Grantee under this deed.

Grantor reserves to itself, its successors and assigns a perpetual, non-exclusive, right of access, reasonably convenient, upon, over and across the property herein conveyed. This easement for access and ingress and egress is to enable Grantor to satisfy Grantor's continuing and/or future obligations, if any, whatever the character or nature, under any applicable law, rule or regulation in respect of the property herein conveyed. Grantor and Grantee acknowledge and represent that this access is a blanket right affecting the entire property and that any such access by Grantor pursuant to this reservation, to the extent reasonably feasible, shall not unreasonably interfere with the use of the property by Grantee, its successors or assigns.

And the Grantor does covenant, promise and agree to and with Grantee, that it has not done or suffered to be done, anything whereby the said premises hereby granted are, or may be, in any manner encumbered or charged, except, as aforesaid and Grantor shall warrant and defend title to the property from and against all lawful claims and demands of all persons, claiming by, through or under Grantor but against no other persons.

This Deed is exempt from the real estate transfer taxes under MCLA, Sections 207.345(a) and 207.526(a) because the value of the monetary consideration given is less than One Hundred Dollars (\$100.00).

{Signatures appear on the next page}

IN WITNESS WHEREOF, Grantor has set its hand and corporate seal the day and
year first above written.

ATTESTED BY:

Theresa Donahue Egle

GRANTOR: BASE CORPORATION

By: *[Signature]* (seal)

Philip E Kaplan
Senior Vice President
and Assistant Treasurer



State of New Jersey, County of Morris

S.S.:

I certify that on August 26, 2003, Theresa Donahue Egler personally came before me, the subscriber, and acknowledged under oath, to my satisfaction that she is the Assistant Secretary of BASF Corporation; that she has attested to the signing of this Deed by Philip E. Kaplan, Senior Vice President and Assistant Treasurer of said corporation; that the execution, as well as the making of this Deed, has been duly authorized by said corporation; that she knows the proper seal of the corporation and the seal affixed is such seal; that she signed this proof to attest to the truth of these facts; that the full and actual consideration paid or to be paid for the transfer of title is One (\$1.00) Dollars, that said Deed was signed and delivered by Philip E. Kaplan, as and for the voluntary act and deed of the said corporation, in the presence of deponent, who thereupon subscribed her name thereto as witness

Theresa Donahue Egler
Theresa Donahue Egler, Assistant Secretary

Sworn and subscribed to before me
on this 26th day of August 2003

Annette Di Paolo

Annette Di Paolo
Notary Public of New Jersey
My Commission Exp. Mar. 3, 2006

Prepared By: Cathy R. Lakat
Counsel, BASF Corporation
3000 Continental Drive, North
Mt. Olive, New Jersey 07828

Record & Return to: Joseph B. Urban
Collins & Blaha, P.C.
25505 W. Twelve Mile Road, Suite 1900
Southfield, Michigan 48034

Schedule A

Permanent Parcel: 70-16-32-276-002 (Unimproved)

All that part of Blocks 1, 6, 7, A & B of Prospect Park Addition to City of Holland together with vacated streets and alleys encompassed therein, commencing at the southwest corner of Lot 7, Block 6, thence north along the east line of Columbia Avenue 223 feet, thence east 137 feet, thence north 366 feet to the north line of Lot 4, Block 1, thence east 297.6 feet north to the westerly line of the C&O railroad right of way, thence southeasterly along said right of way 990 feet to a point 150 feet south and 202 feet east, more or less, from the southeast corner of Lot 2, Block 7, thence west 202 feet, more or less, thence northwesterly to the southeast corner of Lot 4, Block 7 thence northwesterly 89 feet along a line connecting the southeast corner of Lot 4 and a point on the north line of Lot 5 and 30 feet west from the northeast corner thereof, thence northwesterly 120 feet to a point which is 108.3 feet east and 24 feet north of the northwesterly corner of Lot 8, Block 7, thence west 108.3 feet, thence north 42 feet to the north line of 22nd Street, thence west along the north line of 22nd Street to the place of the beginning.

16/08
 Ottawa County Treasurer's Office 10-7-03
 The records in my office show no unpaid taxes or special
 assessments for the five years preceeding
 involving lands in this instrument.
 Mary Richardson 18, Treasurer

Schedule B

Permitted Encumbrances

1. Defects, liens, encumbrances adverse claims or other matters, as may be shown and disclosed by an accurate survey
2. Liens for taxes and assessments not yet due and payable
3. Rights of the public and of any governmental unit in an part thereof taken, used or deeded for railroad purposes
4. Reservation of easement in the vacated street as evidenced by the instrument recorded January 23, 1967 in Liber 23 of Misc. Page 616
5. Terms, conditions and provisions which are recited in Resolution as recorded on August 17, 1971 in Liber 630, Page 979.
6. Declaration of Restrictive Covenant recorded in the office of the Ottawa County Register in Liber 4171 at Pages 951

1024171 1952

5. Ownership of all or a portion of the land or facility shall not be conveyed without the owner of the land or facility sending prior written notice to the prospective purchaser(s) of the existence of these restrictive covenants.

Such notice shall include a copy of these restrictive covenants and shall be sent to the prospective purchaser(s) by certified mail with a copy sent to the Director of the Department.

6. BASF shall install the permanent markers that have been approved by the Department on each side of the Property which describe the restricted area and the nature of the prohibitions specified in the provisions of paragraphs number 1 and 2 above, and paragraph number 2 below.

NOW THEREFORE, BASF, pursuant to MCL 324.20120a(4), and the CMI Plans, BASF, the present Property owner (hereinafter, the "Owner") hereby acknowledges, consents and accepts the following restriction on the Property and covenants and agrees that:

1. The Owner shall restrict the uses of the Property to those uses compatible with the limited residential criteria as defined in MCL 324.20120a(1)(f), and the CMI Plans, or other use that is consistent with the assumptions and basis for the cleanup criteria established pursuant to Part 201. Cleanup criteria for corrective action plans are located in the Government Documents section of the State of Michigan Library.
2. The Owner shall restrict activities at the Property that may interfere with a corrective action, operation, and maintenance, monitoring, or other measures necessary to ensure the effectiveness and integrity of the corrective action.
3. The Owner shall install an exposure barrier consisting of 85 (mil) thick, not resistant black polypropylene geofabric material covered by nine (9) inches of topsoil and seeded with drought resistant grass, in the areas shown on the map attached hereto as Exhibit B. These areas of the Property are the restricted areas and Exhibit B contains the legal description of the restricted areas. The types of constituents and concentrations which necessitate the need for the exposure barriers within these restricted areas are set forth in Exhibit C. The geofabric material with the topsoil and seeded covers shall be maintained and kept in good condition and repair at all times.
4. The Owner shall restrict activities at the Property that may result in exposures above levels established in the CMI Plans. These activities include:

No excavation activities will be conducted in areas where a soil barrier layer and geofabric have been installed on the Property except in compliance with all applicable laws, rules or regulations.

All excavated soil or fill material must be disposed of off-site and must be properly transported and disposed in accordance with law.

The geofabric material will be maintained and repaired if breached.

LBN 171 M954

If any provision of this Restrictive Covenant is also the subject of any law or regulations established by any federal, state or local government, the stricter of the two standards shall prevail.

The undersigned person executing this Restrictive Covenant is the Owner, or has the express written permission of the Owner, and represents and certifies that he or she is duly authorized and has been empowered to execute and deliver this Restrictive Covenant.

IN WITNESS WHEREOF, the said Owner of the above described Property has caused this Restrictive Covenant to be executed on this 12th day of June, 2003.

Signed in the presence of:

CRV
Witness (Print or type name)

Charles Waitz
Witness (Print or type name)

Cathy R. Lakat
Witness (Print or type name)

STATE OF NEW JERSEY

COUNTY OF MORRIS

The foregoing instrument was acknowledged before me this 12th day of June, 2003, before of James E. Pearson, Director of Real Estate, on behalf of the corporation.

Annelle DePaolo
Notary Public
(Print or type name)
(Commissioned in County, (State)
My Commission Expires

Annelle DePaolo
Notary Public of New Jersey
My Commission Exp. Mar. 3, 2006

Prepared by: [Type name of preparer]
[Title and address]

Cathy R. Lakat, Counsel
BASF Corporation
3000 Continental Drive-North
Mount Olive, NJ 07828

BASF CORPORATION

3000 Continental Drive, North

Mount Olive, New Jersey

By:

James E. Pearson

(Print or type name)

Director of Real Estate

(Print or type Title)



LIBER 171 16956

OVERALL PARCEL DESCRIPTION. Part of the NE 1/4 of Section 32, T5N, R15W, City of Holland, Ottawa County, Michigan, described as Commencing at the Northwest corner of Lot 6, Block 1, Prospect Park Addition to the City of Holland, Ottawa County, Michigan, as recorded in Liber 4 of Plats on Page 32; thence S85°59'21"E 127.00 feet along the North line of said Block 1 to a point which is 27.00 feet East of the NW corner of Lot 4, of said Block 1, said point being the Point of Beginning, thence S00°00'39"W 365.05 feet parallel with West line of said Block 1 extended to the South line of the North 36.00 feet of Block 6, Prospect Park Addition, thence N89°59'21"W 127.00 feet along said South line, thence S00°00'39"W 228.00 feet along the West line of said Block 6; thence S89°59'21"E 166.23 feet along the South line of said Block 6 to the intersection of said South line with the extended West line of Block 7, Prospect Park Addition, thence S00°00'39"W 42.00 feet along said West line extended, thence S89°59'21"E 108.30 feet parallel with the centerline of vacated 23rd Street; thence S57°05'48"E 120.36 feet to Reference Point "A" (said Reference Point "A" described as Beginning at the NE corner of Lot 5, Block 7, Prospect Park Addition, thence N89°59'21"W 30.00 feet along the North line of said Lot 5, thence S33°40'46"E 60.00 feet along a line which, if extended, would intersect the SE corner of Lot 4, Block 7, Prospect Park Addition, to Reference Point "A"); thence S33°40'46"E 264.50 feet to a point 150.00 feet South of the SE corner of Lot 2 of said Block 7, thence S89°59'21"E 203 feet, more or less, to a point 42.00 feet East of the Western Right-of-Way line of the C & O Railroad, as described in Liber 15, Page 137; thence Northwesterly 275 feet, more or less, parallel and adjacent with the centerline of said railroad to the North line of said Block 1, thence N89°59'21"W 302 feet, more or less, along said North line to the Point of Beginning. Containing 8.3 acres, more or less. Subject to easements, restrictions, and right-of-way of record.

LIBRARY 171 #957

EXHIBIT B

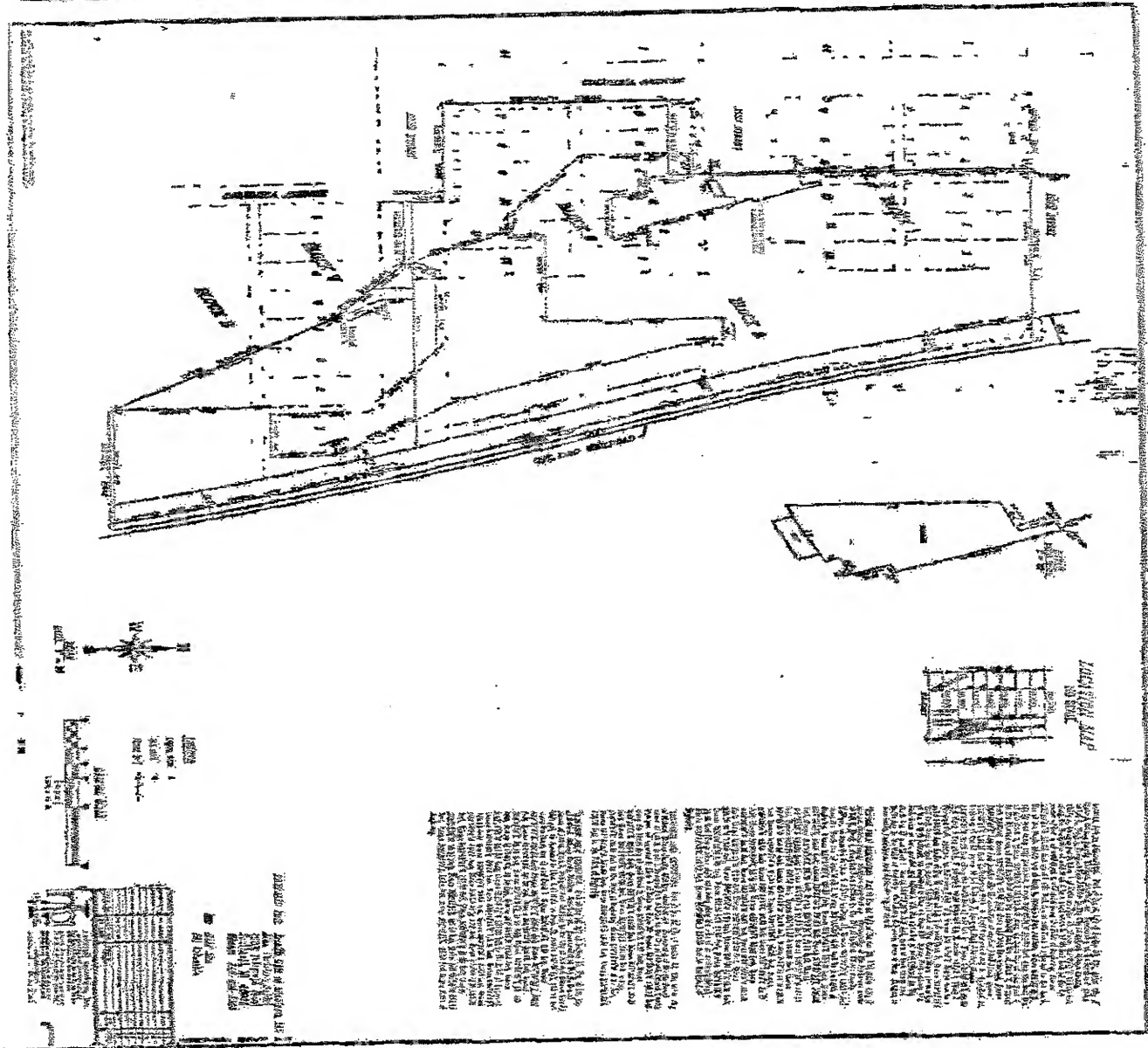
Map showing the Restricted Areas including Legal Description

~~CECILE-JANE-COLES-Comp-PATENT~~

08/12/03 17:02 FAX 2425302447

ARCADIS CORP OF MICHIGAN

LIBRARY 171 0958



1994 11 19 958

EXHIBIT C

List of Parameters of Concern in Soils and Groundwater

The following three chemicals:

Arsenic

Lead

Trichloroethene

0006658
Filed/ Sealed For Record in
Ottawa County, MI
Care Scholten R.D.O.
02/03/2016 At 2:17:58 P.M.
AMEND RESTRICTIVE COVENANTS \$23.00
Liber 004412 Page 0001

AMENDED DECLARATION OF RESTRICTIVE COVENANT

This Amended Declaration of Restrictive Covenant amends the Declaration of Restrictive Covenant previously recorded at Liber 4171, PG 951-59 with the Register of Deeds of the County of Ottawa, Michigan (the "Restrictive Covenant").

Black River Public School ("BRPS") is a Michigan Public School Academy, located at 491 Columbia Avenue Holland, MI 49423-4838.

BRPS is the record owner of land located in Holland, Ottawa County, Michigan, as described in the Restrictive Covenant, having received conveyance of same from its prior owner, BASF Corporation, by deed recorded at Liber 004286 Pg 00281 with the Register of Deeds of the County of Ottawa, Michigan.

The Restrictive Covenant is hereby amended as follows:

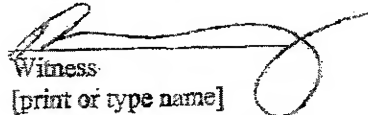
A portable classroom structure and ancillary improvements have been made as detailed in Exhibit A, attached to this Amended Declaration of Restrictive Covenant, and the piers have impacted the barrier as detailed in the Restrictive Covenant as detailed in the attached Exhibit B.

Paragraph 4 of page 952 of the Restrictive Covenant is hereby amended to include the following:

Other than the south portable, installed following the date of the Restrictive Covenant and as detailed on Exhibit A to this Amended Declaration of Restrictive Covenant after prior approval from the Michigan Department of Environmental Quality, no excavation activities will be conducted in areas where a soil barrier layer and geofabric have been installed except in compliance with all applicable laws, rules or regulations.

[REMAINDER OF PAGE INTENTIONALLY BLANK]

Signed in the presence of:


Witness
[print or type name]

AMBER J. VERBURG

Witness

[print or type name]

David M. Angerer
David M. Angerer
State of Michigan

County of Ottawa

Black River Public School, a
Michigan Public School Academy

By: 

Print or type name

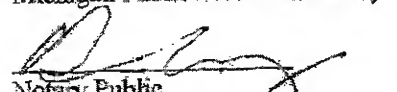
MITCHELL W. PEDNOS

Its authorized: President of the

Print or type title

Board of Trustees

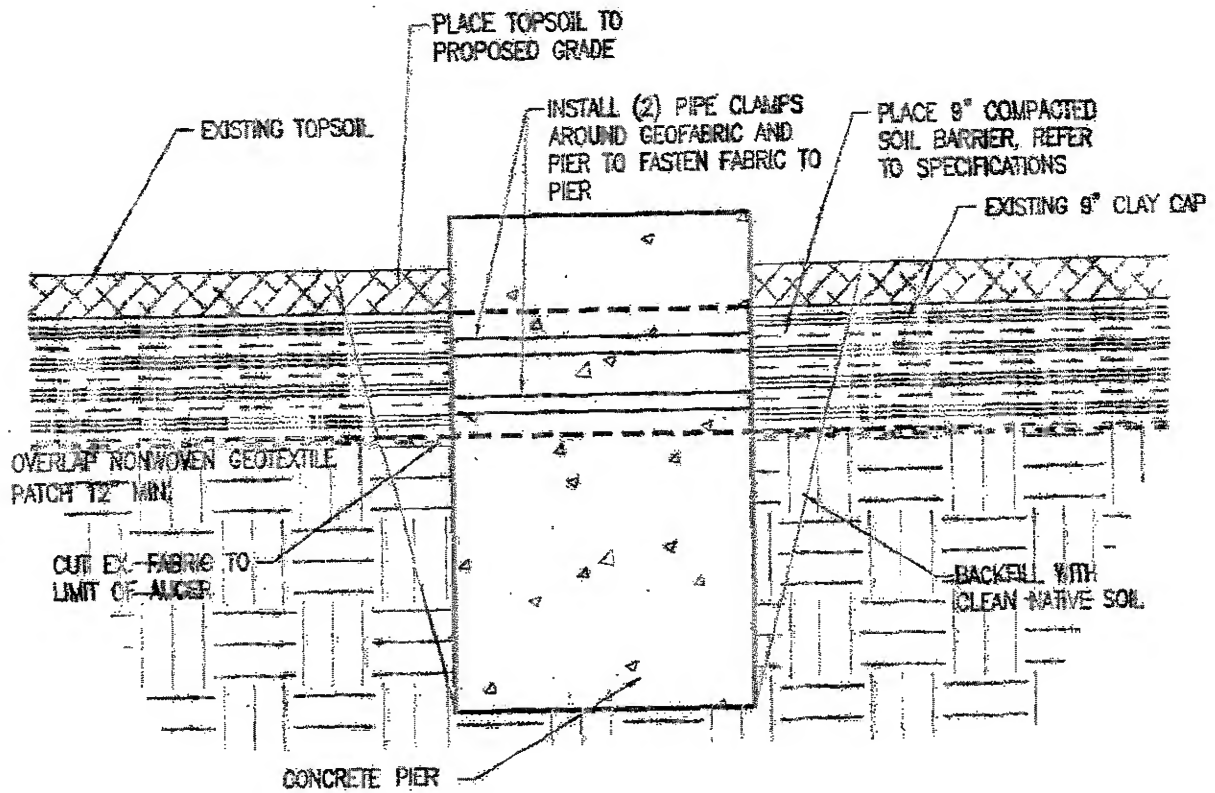
The foregoing instrument was acknowledged before me this 29th day of January 2002 by Mitchell W. Pednos, President of [name of officer or agent and title] the Board of of officer or agent of BRPS, the authorized officer/agent of Black River Public School, a Trustee Michigan Public School Academy.


Notary Public
County of , State of Michigan
My Commission Expires:

AMBER J. VERBURG
Notary Public, Allegan County, MI
Acting in Ottawa County, MI
My Commission Expires July 16, 2004

Prepared by and when recorded return to:

✓ Joseph B. Urban
25505 W. Twelve Mile Road
Suite 1900
Southfield, MI 48034
(248) 354-1140



M2

PIER DETAIL
NOT TO SCALE

TITLE

PIER DETAIL

INTEGRA DESIGN GROUP, LLC
648 MONROE AVE., STE 210, GRAND RAPIDS, MI 49503

DATE
12/18/2003

JOB NO.
391802

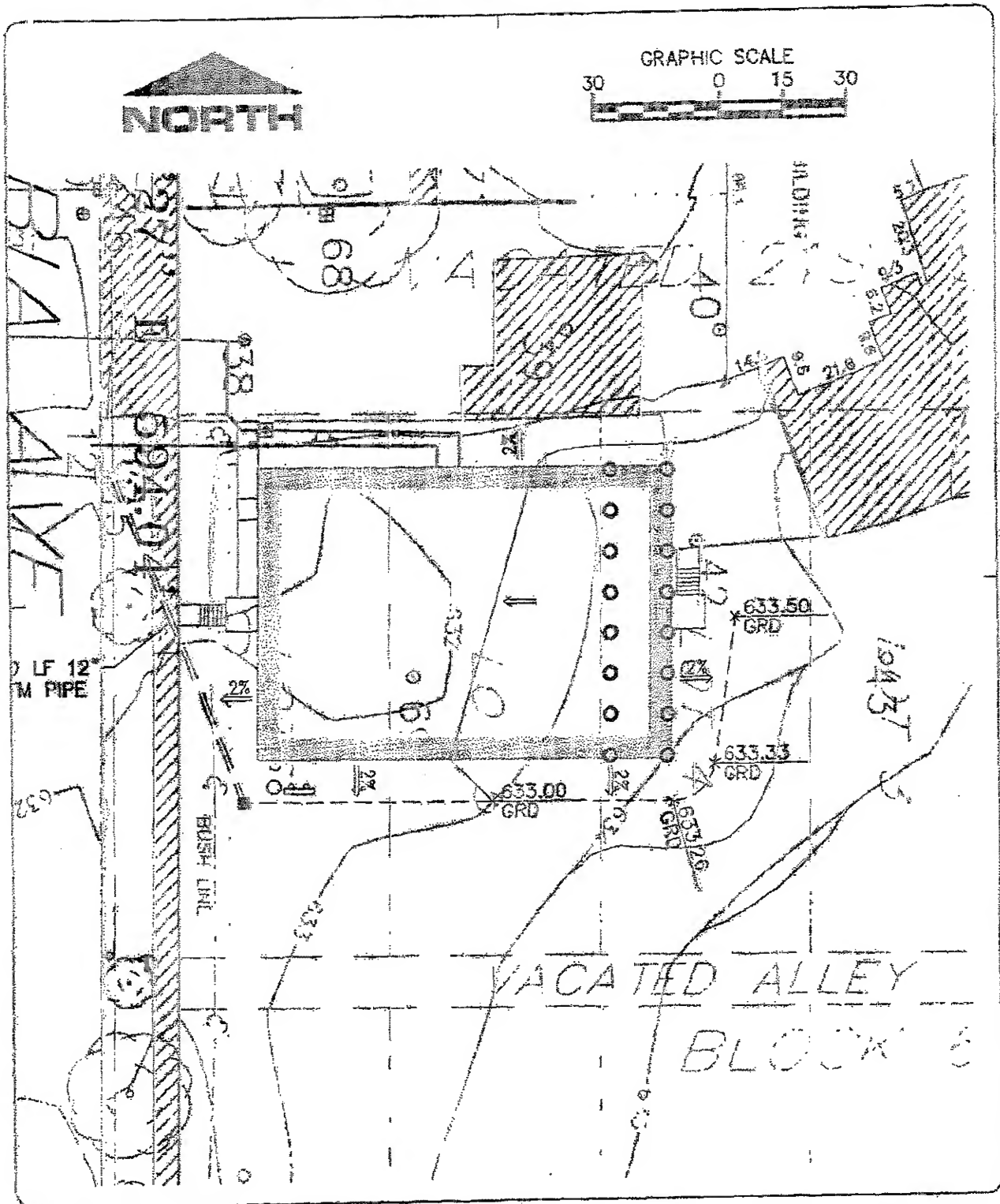
DR.
DLD

SKETCH NO.

CK.
BEJ

Exhibit "A"

UNDER 4412 PG 63



TITLE
PIER LAYOUT

INTEGRA DESIGN GROUP, LLC
648 MONROE AVE., STE 210, GRAND RAPIDS, MI 49503

DATE 12/18/03	JOB NO. 391802
DR. DLD	SKETCH NO.
CK. BEJ	Exhibit "B"

RESIDENTIAL

EXISTING LOT

COLUMBIA AVENUE

EXISTING BUILDING

6-107

NEW BUILDING

NEW PARKING

DISP. OFF-LANE

215TH STREET

4TH-5TH

PLAYGROUND

1ST-3RD

PLAYING FIELDS

PEPE MARQUE SITE RAILROAD

APPROPRIATE W/1 USE FOR MAPPING



CITY OF HOLLAND
CERTIFICATE OF OCCUPANCY
DEPARTMENT OF
ENVIRONMENTAL HEALTH

OCO03139
12/09/03

ADDRESS: 491 COLUMBIA AVE	
TAX PARCEL # 70-16-32-276-001	
CONSTRUCTION TYPE: 5B	ZBA ACTION: 99.33
ZONE DISTRICT: ED	OCCUPANT LOAD:
PERMIT # PBD030588	BFD VARIANCE: N/A
USE GROUP: E	
PARKING SPACES REQUIRED: <u>No</u> PROVIDED: <u>Change</u>	SPRINKLER DATA:
	SPRINKLER SYSTEM _____
	SPRINKLER REQUIRED _____
Site Plan Approval: Yes <u>No</u>	HAZARD CLASSIFICATION <u>N/A</u>
Date: <u>N/A</u>	DEMAND AT BASE OF RISER
	GALLONS/MINUTES 0 PSI 0

Work description:

Modular unit for Black River Schools

Additional pertinent information: MI RES CODE 2000

NON-TRANSFERABLE

***Issuance indicates compliance with local regulations only.*

Building Official

Issued pursuant to provisions of Sec. 13, Act 230 P.A. 1972 (may be subject to other non-local governmental approval) Appears to meet code and ordinance.

BUREAU OF CONSTRUCTION
 CODES AND FIRE SAFETY
 P.O. Box 30700
 Lansing, MI 48909-8200
 www.michigan.gov/bccfs

DEPARTMENT OF CONSUMER & INDUSTRY SERVICES
INSPECTION REPORT

FACILITY NAME Black River Public School	INSPECTION DATE 12/04/03	COUNTY Cttawa	PROJECT 23478
ADDRESS 491 Columbia Avenue	FACILITY TYPE Public School	RULES/CODES School - 99	JOHNLIC/FAC. NO.
CITY, STATE ZIP CODE Holland, MI 49423	FACILITY REPRESENTATIVE David Angerer	INSPECTION TYPE Inspection - Re-check	
FACILITY PHONE	PHONE 2	FACILITY FAX 616-355-0057	

RE: RELOCATABLE PORTABLE

A re-check fire safety inspection was completed this date. This report may be considered final fire safety certification of this project.

INFORMATION:

BCC has delegated city of Holland as the inspection authority for Black River Schools

Note that this school project was reviewed and inspected under authority of Act 628 of the Public Acts of 2002. The full approval indicated on this project only pertains to fire safety approval; IT DOES NOT GRANT OCCUPANCY APPROVAL. Occupancy approval will be granted by the building official having jurisdiction.

NOTE:

Units had Michigan pre-manufactured authority sticker applied although they were not dated.

23478.doc

cc Facility Rep.
 City of Holland Building Inspector Dan Thiele
 Sean McCarthy, Innovative Modular Solutions
 DOE-Alex Davlantes
 Steve Jurczuk, Design Works
 Holland FD

FAX# 616-355-1346
 FAX# 630-305-3695
 FAX# 454-9415

FIRE SAFETY CERTIFICATION Final Fire Safety Certification	PROJECT STATUS Closed	REVIEWED BY
INSPECTING OFFICIAL Geoffrey Horvath	ADDRESS 2322 Fuller NE, Suite 114 Grand Rapids Michigan 49505	
SIGNATURE OF OFFICIAL	TELEPHONE (616) 447-2692 FAX (616) 447-2668 E-MAIL gahorva@michigan.gov	
The Department of Consumer & Industry Services will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, marital status, disability, or political beliefs. If you need assistance with reading, writing, hearing, etc., under the Americans with Disabilities Act, you may make your needs known to this agency.		Authority Completion: Penalty: PA207 of Act 61, as amended Required Misdemeanor



**CITY OF HOLLAND
CERTIFICATE OF OCCUPANCY
COMMUNITY AND
NEIGHBORHOOD SERVICES**

OCO07117
ISSUE DATE: 11/05/2007

PROPERTY ADDRESS: 200 E 20TH ST TAX PARCEL # 70-16-32-276-002	
OWNER: BLACK RIVER PUBLIC SCHOOL	
MAILING ADDRESS: 491 COLUMBIA AVE HOLLAND MI	
PROJECT:	ZONE DISTRICT: ED
BUILDING PERMIT(S): PBD070112	CONSTRUCTION CODE:
ELECTRICAL PERMIT(S): PELFX061100 PELFX071096	CONSTRUCTION TYPE: 5B
PLUMBING PERMIT(S): PPF070055 PPL070036	USE GROUP: E
MECHANICAL PERMIT(S): PMCFX06890 PMCFX0794	DESIGN OCCUPANT LOAD: 0
LAND USE:	SITE PLAN APPROVAL:
TRUNKAGE:	ZBA ACTION:
	SPRINKLER DATA:
	SPRINKLER SYSTEM <u>N</u>
	SPRINKLER REQUIRED <u>N</u>

Portion of building considered:

Black River Schools- Kindergarten remodel per sealed plan and application

This portion of the structure has been inspected for compliance with the requirements of this code,
Michigan Building Code 2003 for the Occupancy Use Group.

NON-TRANSFERABLE

***Issuance indicates compliance with local regulations only.*

COPY

Todd Szakacs, Fire

Daniel Theile, Building

Issued pursuant to provisions of Sec. 13, Act 230 P.A. 1972 (may be subject to other non-local governmental approval) Appears to meet code and ordinance.



**CITY OF HOLLAND
CERTIFICATE OF OCCUPANCY
COMMUNITY AND
NEIGHBORHOOD SERVICES**

OCO04090

ISSUE DATE: 09/10/2004

PROPERTY ADDRESS: 509 COLUMBIA AVE	
TAX PARCEL # 70-16-32-276-002	
OWNER: BLACK RIVER PUBLIC SCHO	
MAILING ADDRESS: 491 COLUMBIA AVE HOLLAND MI 49423	
PROJECT: JCIA040016	ZONE DISTRICT: ED
BUILDING PERMIT(S): PBD040295	CONSTRUCTION CODE: MI RES CODE 2000
ELECTRICAL PERMIT(S): PEL040179	CONSTRUCTION TYPE: 5B
PLUMBING PERMIT(S): PPFX040097	USE GROUP: E
MECHANICAL PERMIT(S):	DESIGN OCCUPANT LOAD: 0
LAND USE:	SITE PLAN APPROVAL:
TRUNKAGE:	ZBA ACTION:
	SPRINKLER DATA:
	SPRINKLER SYSTEM N
	SPRINKLER REQUIRED N

Portion of building considered:

Install new portable class room & related site work per sealed plan & application

This portion of the structure has been inspected for compliance with the requirements of this code,
Michigan Building Code 2006 for the Occupancy E Use Group.

NON-TRANSFERABLE

***Issuance indicates compliance with local regulations only.*

COPY

DanTheile, Building Official

Issued pursuant to provisions of Sec. 13, Act 230 P.A. 1972 (may be subject to other non-local governmental approval) Appears to meet code and ordinance.



**CITY OF HOLLAND
CERTIFICATE OF OCCUPANCY
COMMUNITY AND
NEIGHBORHOOD SERVICES**

OCO03139

ISSUE DATE: 12/09/2003

PROPERTY ADDRESS: 509 COLUMBIA AVE	
TAX PARCEL # 70-16-32-276-002	
OWNER: BLACK RIVER PUBLIC SCHO	
MAILING ADDRESS: 491 COLUMBIA AVE HOLLAND MI 49423	
PROJECT:	ZONE DISTRICT: ED
BUILDING PERMIT(S): PBD030588	CONSTRUCTION CODE: MI RES CODE 2000
ELECTRICAL PERMIT(S): PEL090186	CONSTRUCTION TYPE:
PLUMBING PERMIT(S):	USE GROUP: E
MECHANICAL PERMIT(S):	DESIGN OCCUPANT LOAD: 0
LAND USE:	SITE PLAN APPROVAL:
TRUNKAGE:	ZBA ACTION:
	SPRINKLER DATA:
	SPRINKLER SYSTEM N
	SPRINKLER REQUIRED N

Portion of building considered:

Modular unit for Black River Schools

This portion of the structure has been inspected for compliance with the requirements of this code,
Michigan Building Code 2006 for the Occupancy E Use Group.

NON-TRANSFERABLE

***Issuance indicates compliance with local regulations only.*

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Building permit PBD030588 Code:

Property : 491 COLUMBIA AVE

Parcel: 70-16-32-276-001

Sub: Lot: Block:

Construction Type: Use Group:

Owner : BLACK RIVER PUBLIC SCHOOL

Phone:

Occupant : BLACK RIVER PUBLIC SCHOOL

Phone:

Applicant : Aim Construction

Phone: 616 682 4797

Contractor: AIM Construction

Phone: 616 682 4797

Licensee : Aim Construction

Phone: 616 682 4797

Issued: 08/08/2003

Expires: 02/21/2004

Description

Modular unit for Black River Schools

Fee Information

premanufacture classrooms

50

Inspection Information

#: 1 Type: Final

Inspector: Dan Theile

Status: Completed

Result: Partial Approv.

Scheduled: 08/25/2003 00:00 am

Completed: 08/25/2003 00:00 am

- Deficiency: items left

- Status: Uncorrected

1. State Fire Marshall final approval (temporary given 8-25-03)

2. Staircases risers must be the same height and landings must be flat.

3. Handrail extensions and height.

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